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ABSTRACT

There is an urgent need to improve the language of the migrant children if they are to succeed in school. The child must have a solid understanding and usage of the Standard English used in the schools. This guide, developed through the efforts and cooperation of teachers of migrant preschool children, attempts to develop academic readiness skills, emphasizing oral language development as a separate subject as well as incorporated into the other subject areas. It is emphasized that in no way is usage of the child's dialect or cultural idioms to be discouraged. The guide has been given a year of field testing and subsequently revised. Therefore, it should not be considered complete or final. The guide covers: suggested plans for the first day and first week; examples of daily schedules; programs for reading readiness, arithmetic readiness, science, physical education, health and safety, music, arts and crafts, oral language; child evaluation; social studies; and activities for oral language, physical education, art, reading readiness, arithmetic, and science. (NQ)

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PRESCHOOL CURRICULUM GUIDE

FOR PRESCHOOL TEACHERS OF

MIGRANT CHILDREN

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Activities:

Oral Language

Physical Education

Art

Reading Readiness

Arithmetic

Science

INTRODUCTION

This guide was developed through the efforts and co-operation of teachers of migrant preschool children. Two years ago little was available that would adequately supply preschool teachers with a program suitable for disadvantaged youngsters.

There is an urgent need to improve the language of the migrant children if they are to succeed in school. The child must have a solid understanding and usage of the Standard English used in the schools. This guide can be considered unique in that not only is there an attempt to develop academic readiness skills, but there is also an emphasis on oral language development as a separate subject as well as incorporated into the other subject areas. It must be emphasized that in no way is usage of the child's dialect or cultural idioms to be discouraged.

This guide should not be considered complete or final! It has been given a year of field testing and subsequently revised. With the coming year, it is the intention of the preschool teachers to elaborate and expand upon the guide in such areas as additional skill development; suggested activities; etc., as the teachers grow in knowledge and understanding of the preschool child.

SUGGESTED PLANS FOR THE FIRST DAY

Good beginnings don't just happen. They are the result of thorough planning. Careful planning is particularly important during the first weeks of school.

The suggestions which follow offer flexible guidelines for the new teacher. Experienced teachers may wish to adapt them by substituting other activities which have proved meaningful.

1. Directions to students

   - take nothing for granted
   - be very specific
   - speak slowly and clearly
   - wait until everyone is listening

2. Standards - Class Rules

   - be consistent and insist on standards
   - establish standards before introducing any new activity
   - review standards frequently - in the first two weeks briefly review standards for each activity every day
   - have standards come from the children whenever possible
   - anticipate problems

3. Time Allotments

   - keep discussions brief - a child's attention span is about five or ten minutes
   - use a song, finger play, poem, etc., as a change of pace where children become restless

4. Suggested plans for the rest of the week

   - acquaint children with the school nurse, the home-school consultant, principal, and custodian
   - review class policies frequently
   - provide opportunities for children to learn one another's names

PLANS FOR THE FIRST WEEK

A child's first day in school is the beginning of many years of school experiences. What happens to the child during these first days of school can influence his future in school.

Teacher preparation

1. The teacher should be familiar with her own environment:

   - toilet facilities and play area
   - principal's office
   - health room
   - supply room
   - audio-visual equipment and decentralized A-V materials

2. The teacher should organize:

   - storage areas for materials in the room
   - children's centers of interest: library, science, music, art, home, blocks
   - attractive, but simple, bulletin boards
   - instructional supplies which will be needed during the week
   - professional reference materials and monographs

3. The teacher should plan:

   - the first week in detail, including more activities than will probably be necessary
   - the first month, listing the introduction of new activities, classwide experiences, literature, and music resources
   - the first half of the year in general: activities for each area, field trips, etc.
   - determine nutrition and/or rest period

Registration

1. Preplanning

   - be familiar with the school's registration procedure

2. Registration Day

   - establish friendly relations with the parent and child
   - give particular attention to names - note pronunciation of child's name
   - learn the name that the child wishes to be called
   - discuss with the parent the way the child will travel to and from school, the nutrition and rest program, the importance of marking with the child's name any belonging he may bring to school, the time schedule for school

SUGGESTED EXAMPLES OF DAILY SCHEDULES

Example I

9:00 - 9:10	Arrival
9:10 - 9:20	Group experience
9:20 - 10:00	Free play
10:00 - 10:05	Clean-up
10:05 - 10:10	Toilet and hand-washing time
10:15 - 10:30	Quiet time
10:30 - 10:35	Juice and cookie time
10:35 - 11:00	Music activities, instruments, body rhythms, dramatics, games
11:00 - 11:30	Outdoor play
	Dismissal

Example II

9:00 or 12:30	Work activities
	Group project or choice of individual activity
	Evaluation
	Clean-up
10:10 or 1:15	Music - Rhythms
10:30 or 1:35	Lavoratory period
	Juice
	Rest
11:00 or 2:10	Outdoor - Indoor playtime
11:20 or 2:25	Story time
	Dramatizations
11:30 or 2:50	Dismissal

Example III

8:45 or 12:30	Before school activities
	Conversation and greetings
	Care of wraps
	Water plants, arrange flowers, feed pets
9:00 or 12:45	Planning work
	Work activities
	Evaluation
	Clean-up
10:10 or 1:30	Play period
10:30 or 1:45	Lavatory
	Juice
	Rest
11:00 or 2:05	Rhythms
	Music
11:20 or 2:25	Story time
	Dramatizations
11:45 or 2:50	Dismissal

Example IV

	Teacher	Aide	Teacher	Aide
9:00 to 9:20 Lang. 1st Blck.	Language Grp. Distar Program Pre-Program	Language Group H/20 (for children needing extra help in English)	Language Group Peabody - K Level	Language Group Dr. Moore's Language Program
9:20 to 9:40	Rhythms and P.E. Activities (including) Motor - visual coordination		Rhythms and P.E. Activities	
9:40 to 10:00	Rest Rooms and Juice Break Social		Rest Rooms and Juice Break Habits	
10:00 to 10:25 2nd Lang. Blck.	Lang. Group Peabody K-Level	Language Group Dr. Moore Program	Language Group Distar - Advanced	Language Group Intro. English or Special Needs
10:25 to 10:40	Music or other Activity		Music or Other Activity	
10:40 to 10:55	Writing and Alphabet		Writing and Alphabet	
10:55 to 11:10	Numbers Group Recognizing and Number Writing	Numbers Group Recognizing and Number Writing	Numbers Group Ready for Math Concepts	Numbers Group Beginning Counters
11:10 to 11:45	Art Activities		Art Activities	

ORAL LANGUAGE

DEFINITION: The language program described in this section is designed to provide development in both receptive and expressive Standard English necessary for successful academic learning. The program provides the child with the necessary skills that will enable him to understand and communicate with others.

This section provides suggestions for teaching Standard English only. It does not purport to provide suggestions for teaching other languages such as Spanish or Russian. Standard English is emphasized since it is the primary language of instruction in schools.

MAIN OBJECTIVES

A. Receptive

1. To develop the ability to understand and follow oral directions
2. To develop listening skills

B. Expressive

1. To develop basic vocabulary
2. To develop ability to use phrases
3. To develop ability to use sentences
4. To develop ability to use sentences in spontaneous language situations
5. To develop perception of parts and the whole and the purpose of each part as it relates to the whole

SECONDARY OBJECTIVES

1. To utilize the native language for the introduction of new materials and concepts
2. To provide reinforcement of language through the use of books, rhymes, poems, songs, and flannel board stories

METHODS

A. Receptive

1. Development of listening techniques

   a. Ability to listen to adults
   b. Ability to listen to peer groups
   c. Ability to follow directions

B. Expressive

1. Direct teaching of expressive language

   a. Expressive language outline
      App. I - (Language outline)
   b. Parts
      1. To help the child perceive the relationship of parts to the whole
      2. To help the child develop reasoning abilities
   c. Vocabulary for classroom, playground and home (App. II)
   d. Vocabulary to express personal needs (App. II)
   e. Vocabulary of courtesy (App. II)

C. Conversation Skills

1. Ability to communicate immediate needs

   a. Logical thinking
   b. Retell or speak in sequential order
   c. Ability to express ideas in complete thoughts

2. Ability to use expressive language to share ideas in nonstructured language situations such as dramatization, story telling, sharing, etc.

D. Nonverbal Communication Skills

1. Facial Expressions

   a. to express needs
   b. to express experiences of joy, sadness (emotions)
   c. to express ideas through the use of gestures

2. Ability to interpret teacher's nonverbal expressions

   a. To recognize attention getters: quiet, listen, come, go, tiptoe, etc.
   b. To recognize gestures expressing feelings of others (peers, teachers)

EVALUATION

The following instruments may be used to assist the teacher in assessing the competency level of the child's language (Standard English):

Basic Concept Inventory - Engelmann
Northwestern Syntax Screening Test

RESOURCE MATERIALS

Siegfried Engelmann - Distar Language I and II
SRA
Chicago, Illinois 60611

Louis Lancaster - Introducing English
Houghton Mifflin
Boston

Preschool Instructional Program
For Non-English Speaking Children
Texas Educational Agency
Austin, Texas

Peabody Language Development Kit
Pre-Primary
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

ESL Curriculum Materials - Level I
Region One
Education Service Center
Edinburg, Texas 78539

Michigan Oral Language Series
Michigan Migrant Primary Interdiciplinary Project
3800 Packard Road
Ann Arbor, Michigan 48104

APPENDIX I

The expressive Language Program outlined on the following pages was taken from the Distar Language I Program. If this program is available, it is recommended that it be used with children who need assistance in expressive language development. If the Distar program is not available, the outline presented here can be used in conjunction with other materials such as Peabody Language Development Kits or sets of vocabulary pictures.

ORAL LANGUAGE

PRE-PROGRAM

1. Full statements - identity statements
2. Complete Action Statements
3. Complete Statements - Yes
4. Complete Statements - No, Not

THE ORAL LANGUAGE PROGRAM

1. Review the basic sentence patterns
2. Action Statement: can
3. Polars: long
4. Can using a and an
5. Teaching of new vocabulary based on previously learned patterns
6. Prepositions: on
7. Polars: full - not full
8. Pronouns: he
9. Pronouns: she
10. Polars: big
11. Polars: full - long
12. Action Statement: cannot
13. Prepositions: over
14. Review: Action Statements
15. Polars: short
16. Prepositions: on, over
17. Review: Action Statements
18. Polars: full - empty
19. Prepositions: in
20. Action Patterns with Prepositions: in
21. Review: Action Patterns
22. Review: Prepositions: in, on, over
23. Review: Polars: full - empty
24. Review: Polars: long - short
25. Action Statement: stand
26. Action Statement: eat
27. Preposition: under
28. Review: Prepositions: over, under
29. Polars: big - little
30. Action Statement: cry
31. Action Statement: sing
32. Action Statement: laugh
33. Polars: loud - not loud
34. Pronouns: she
35. Action Statements: brush, throw, look, climb
36. Polars: loud - soft
37. Action Statement: wash
38. Review: Prepositions: under, in, on
39. Prepositions: next to
40. Review: Prepositions: to, over, under, on, in

41. Polars: tall - not tall
42. Review: Prepositions: next to, in, on, over, under
43. Review: Polars: tall - short
44. Action Statements: sleep, look, sit, fly, drive, drink, jump, swim
45. Preposition: in front of
46. Polars: fat - not fat
47. Polars: fat - skinny
48. Review: Preposition: next to
49. Action Statement: climb
50. Action Statement: What can....
51. Prepositions: In front of, with question patterns
52. Review: Polars: long - short, fat - skinny, tall - short
53. Review: next to, in front of
54. Prepositions: in back of
55. Review: Action Statement: What can....
56. Review: Preposition: in back of
57. Polars: hot - not hot
58. Polars: cold - not cold
59. Polars: hot - cold
60. Review: Prepositions: over, next to, under
61. Polars: smooth - rough
62. Preposition: between
63. Review: Polars: smooth - rough, hot - cold
64. Review: Action Statements: What can....
65. Review: Preposition: between
66. Review: Polars: fat - skinny, full - empty
67. Polars: straight - not straight
68. Polars: crooked - not crooked
69. Polars: straight - crooked
70. Polars: fast - slow
71. Plurals: are
72. Plurals: are
73. Polars: heavy-light
74. Review: plurals
75. Polars: wet - dry
76. Plurals: Using are, as a question
77. If - Then concept
78. Polars: old - young
79. Action Statements: Can _____ go down, ...go up
80. Review: Polars: soft - hard
81. Categories: vehicles
82. Polars: light - dark
83. Plurals: with preposition on
84. Action Statement: Identifying the object and action of object with question what
85. Review: Prepositions: in front of, in back of, over, on, in, etc.
86. Plurals: children
87. Review: categories
88. Multiple Attributes: using conjunction and
89. Review: Pronouns: he, she
90. Action Statements: logical thinking
91. Multiple Attributes: two attributes

92. Review: Pronouns: he, she
93. Review: Prepositions: over, under, etc.
94. Review: Categories: vehicles
95. Pronouns: they
96. Categories: food
97. Multiple Attributes: two attributes using phrases with conjunction and
98. Categories: clothing
99. Review: Pronouns: he, she, they
100. Categories: animals
101. Review: Prepositions: to, of, under, over, in, on, in front of, next to
102. Categories: plants
103. Review: Multiple attributes: two with conjunction and
104. Review: plurals with prepositions
105. Multiple Attributes: with question patterns
106. Review: Categories: clothing, plants, etc.
107. Review: pronouns and multiple attributes
108. Categories: buildings and houses
109. Pronoun: it
110. Review: Prepositions: in front of, in back of
111. Multiple Attributes: question form using two attributes
112. Review: Pronouns: it, they
113. Question Words: why.... because....
114. Review: Categories: animals
115. Review: Question word: why
116. Categories: furniture
117. Review: Multiple attributes: as questions; as statements, using two attributes
118. Pronouns: I
119. Review: Question Word: why
120. Pronouns: my
121. Verbs of the Senses: smell
122. Pronouns: you
123. Review: Pronouns: my, you
124. Review: Prepositions - on, under, in, etc.
125. Verbs of the Senses: feel
126. Review: Pronouns: I, my
127. Verb Tenses: present, past
128. Pronoun: we
129. Verb Tense: is, was
130. Pronouns: our
131. Review: Categories: furniture, etc.
132. Review: Verb Tenses: is, was
133. Review: Multiple Attributes
134. Review: Pronouns: I, we, our, may, you
135. Pronouns: his, hers
136. If - Then Statements
137. Verb Tense: future
138. Pronouns: your
139. Review: Multiple Attributes

140. Review: Prepositions
141. Pronouns: their
142. Review: Polars
143. Comparatives: longer - not longer
144. Events: before, after
145. Review: if - then statements
146. Pronouns: me
147. Review: Comparative: longer - not longer
148. Comparatives: bigger - not bigger
149. Review: Multiple Attributes
150. Comparatives: longer than - taller than
151. Pronouns: them
152. Pronouns: us
153. Pronouns: him, her
154. Review: Comparatives: bigger than, taller than, smaller than
155. Review: Pronouns: your
156. Superlatives: shortest
157. Location
158. Review: Superlatives: shortest
159. Superlatives: smallest
160. Locations
161. Superlatives: skinniest
162. Review: Superlatives: skinniest, shortest, longest
163. Same - Different
164. Review: Comparatives and Superlatives
165. Review: Same and different
166. Only
167. Review: Only

ORAL LANGUAGE

PRE-PROGRAM - Students from a non-English speaking background should be checked to see that they have the following basic patterns well established.

1. Full statements - Identify statements

   "This is a _____."

2. With the use of the basic identity statement, a basic vocabulary is taught.

3. Complete Action Statements

   "This _____ is _____." Ex. This boy is running.

   a. The child must identify the noun.

      Q. What is this?

      A. This is a _____.

   b. Identify the action.

      Q. What is the _____ doing? Ex. What is the boy doing?

      A. The _____ is _____. The boy is running.

4. Complete Statements - Yes

      Q. Is this a _____. Ex. Is this a dish?

      A. Yes, this is a _____. Yes, this is a dish.

5. Complete Statements - No, Not

      Q. Is this a _____? Ex. Is this a dog?

      A. No, this is not a _____. No, this is not a dog.

These above statements should be reviewed, reinforced and practiced under all kinds of situations. New vocabulary may also be incorporated until the child has a basic vocabulary from which to work with along with the ability to use the words within the context of the above basic statements.

THE ORAL LANGUAGE PROGRAM

1. Review the basic sentence patterns
   a. The identity statement — This is a _____.
   b. The action statement — Is this _____.
   c. Statements for yes, no, and not.

2. Action Statement - can
   Q. What is the (noun) (verb) ? Ex. What is the boy doing?
   A. The boy is running. The boy is running.
   (the)
   Q. Can the (noun) (verb) ? Ex. Can the boy run?
   A. Yes, the _____ can _____? Yes, the boy can run.
   (a)
   Q. Can a _____ _____?
   A. Yes, a _____ can _____.

3. Polars: long
   a. The basic pattern: "This _____ is long."
   After the basic pattern is well established, the child responds to

   yes and no: Yes, this _____ is long.
   No, this _____ is not long.

4. Can using a and an
   Q. Is this an _____? Ex. Is this an airplane?
   A. This is an _____ This is an airplane.

   Q. Is this a _____? Ex. Is this a bird?
   A. This is a _____. This is a bird.

5. Teaching of new vocabulary based on previously learned patterns.

6. Prepositions: on
   Q. Where is the (noun) ? Ex. Where is the dish?
   A. The (noun) is on the _____. The dish is on the table.

7. Polars: full - not full
   Statement: This _____ is full.
   This _____ is not full.
   (Be sure they understand the statement. This _____ is full before teaching it is not full.)
   Q. Is this _____ full?
   A. Yes, this _____ is full.

   Q. Is this _____ full?
   A. No, this _____ is not full.

8. Pronouns: he
   a. Begin with a familiar identity statement.
   Q. What is this?
   A. This is a boy.

9. Q. What is he doing?
   A. He is_____.
   (Make certain you have given the students the response you want which in this case is: He is_____.)

10. Polars: big
    Q. What is this?_____
    A. This is a_____.
    Statement: This_____is big.
    Q. Is this_____ big? Ex. Is this house big?
    A. Yes, this_____is big. Yes, this house is big.

    When the student understands the positive statement, move into the negative statement.
    Q. Is this_____big? Ex. Is this house big?
    A. No, this_____ is not big. No, this house is not big.

Review:

11. Polars: full - long
    Use same basic patterns: positive statements and negative statements.

12. Action Statement: cannot
    Q. Can (noun) (verb) ? Ex. Can the boy run?
    A. No, the _____ cannot _____. No, the boy cannot run.

    Review the pronoun he.
    Q. Can he (verb) ?
    A. No, he cannot (verb) or Yes, he can _____.

13. Preposition: over
    Q. Where is the _____? Ex. Where is the shoe?
    A. The _____ is over the _____. The shoe is over the box.
    1. Identify the object with a statement.
    Q. What is this? shoe
    What is this? box
    2. Teach positive statement: The_____ is over the _____.
    3. Teach the negative statement: The_____is not over the _____.

14. Review: Action Statements
    a. The (noun) is (verb) .
    b. (The or A)_____ can (verb) . Ex. The boy can run.
    c. (The or A)_____ cannot _____. A boy cannot run.
    d. He_____. (With some or all of above statements.)

15. Polars: short
    1. Be sure child understands long, not long.
    2. If something is not long, then it is short.
    Q. Is (noun) long?
    A. No, the (noun) is not long. The (noun) is short.

    Teach the statement: The_____is short.

When child understands the statement: "The_____is short," interchange the statement with positive and negative questions: "Is the _____ long? Yes the_____is long," or "No, the_____is not long. The _____ is short."
Once the pattern of: "The_____is short," eventually phase out the cue, "No, the_____is not long," so that the statements "Yes, it is long;" "No, it is short," can be used.

16. Prepositions: on - over

on-
Q. What's the (noun) on?
A. The (noun) is on the_____.
(Have at least three of four objects in which the child can practice what is on and what is over as well as what is not on and not over.)

over-
Q. What is the_____over?
A. The_____is over the_____.

17. Review: Action Statements
Continue to use basic patterns familiar to the student.
a. _____is (verb)
b. _____can_____
c. _____is not_____
d. _____cannot_____
e. He_____(use with above statements.)

18. Polars: full - empty
1. Review: The_____is full.
2. Something that is not full is empty.
Q. Is the _____ full? Is this _____ full?
A. No, this is not full. This _____is empty.

19. Prepositions: in
Q. Where is the_____?
A. The_____is in the _____.
After this pattern is learned teach:
Q. Is the_____ in the_____?
A. Yes, the_____is in the_____.
No, the_____is not in _____.

20. Action Patterns with Prepositions: in
Q. Is the (noun) (verb) in the_____? Ex. Is the boy sleeping in the bed?
A. The (noun) (verb) in the bed.

21. Review: Action Patterns
Lift; can lift; is lifting; cannot lift

22. Review: Prepositions: in, on, over

23. Review: Polars: full - empty
Review with familiar vocabulary, then move into some new words.

24. Review: Polars: long - short

25. Action Statement: stand
teach first: is standing
can stand
cannot stand

26. Action Statement: eat
is eating
can eat
cannot eat

27. Preposition: under
Q. Where is the_____?
A. The_____is under the_____.

Then teach:
Q. Is the_____under the_____?
A. Yes, the_____is under the_____?
A. No, the_____is not under the_____.
Provide different situations with the use of three or more objects for the children to choose from as to whether an object is over something or not over something.

28. Review: Prepositions: over, under

29. Polars: big - little
Review: This is_____.
This is not big. This is little.

30. Action Statement: cry
is crying
can cry
cannot cry

31. Action Statement: sing
is singing
can sing
cannot sing

32. Action Statement: laugh
is laughing
can laugh
cannot laugh

33. Polars: loud - not loud
(do not teach soft at this time)

34. Pronouns: she

A. Identify the object: This is a girl.

b. Action statement: Q. What is the girl doing?
A. The girl is_____.

c. Statement with she Q. What is she doing?
A. She is_____.

Be sure to give the statement: "She is_____," to let the student know what statement is expected. The student should also learn that the girl and she are one and the same.

d. Action statement with she: Q. Is she_____?
A. Yes, she is_____.
and A. No, she is not_____.

35. Action Statements: brush - throw - look - climb

If these verbs are not familiar to the student, teach only one at a time.
Make use of: is_____
can_____
cannot_____
for each of the verbs. When they are well learned mix them up with a variety of questions.

36. Polars: loud - soft

1. Review: _____is loud.
_____is not loud.

If it is not loud, then it is soft.
The_____is not loud. The_____ is soft.
This_____is not loud. This_____is soft.
Eventually phase out the: This is not loud.

37. Action Statement: wash

is washing
can wash
cannot wash

38. Review: Prepositions: under, in, on

a. Do each preposition separately using the statements:
"Where is the_____?"
"Is the_____ preposition the _____?"

b. Then provide a variety of statements where the student must choose the correct preposition.

39. Prepositions: next to

a. Identify what the object is. What is this?

b. Q. What is the_____ next to?
A. The_____is next to the_____.

Then teach:
Q. Is the_____ next to the_____?
A. Yes, the_____ is next to the_____.
No, the_____is not next to the_____.

40. Review: Prepositions: to, over, under, on, in

41. Polars: tall - not tall
Q. Is this_____ tall?
A. Yes, this is tall.
No, this is not tall.
Then teach tall - short when they understand tall - not tall.
Q. Is this_____tall?
A. No, this is not tall. This_____is short.
Eventually phase out this is not tall.

42. Review: Prepositions: next to, in, on, over, under
a. Review each one separately - then interchange to give the student practice in choosing the correct preposition.

43. Review: Polars: tall - short
a. Review each one separately - then interchange.

44. Action Statements: sleep, look, sit, fly, drive, drink, jump, swim
is sleeping
can sleep
cannot sleep
Be sure that the student understands each of the verbs before mixing them.

45. Preposition: in front of
Q. While touching an object, ask: What did the boy touch?
A. The boy touched the_____ in front of the_____.
then:
Q. Did the boy touch the_____ in front of the_____?
A. Yes, the boy touched the_____ in front of the_____.
No, the boy did not touch the_____ in front of the_____.

46. Polars: fat - not fat
Q. This_____is fat.
A. Yes, this_____is fat.
No, this_____is not fat.

47. Polars: fat - skinny
Q. Is this_____fat.
A. No, this_____is not fat. This_____is skinny.
(Be sure to teach this pattern.)

48. Review: Preposition: next to
In front of other prepositions presented.

49. Action Statement: climb
is climbing
can climb
cannot climb

50. Action Statement: What can....(descriptive of animal's actions)
Q. What can a_____do? (Use a variety of familiar animals.)
A. A_____can_____.

Then:
Q. What can a_____ not do?
A. A_____cannot_____.

51. Prepositions: In front of with question patterns
Q. Is the_____ in front of the_____?
A. Yes, the_____is in front of the_____.
No, the_____is not in front of the_____.

52. Review: Polars: long - short, fat - skinny, tall - short
a. Use both is long, is short, is not long, is not short, etc.

53. Review: next to, in front of

54. Prepositions: in back of
Say: while touching - "This is the back of the chair." Touch the back of the chair. (Have student then say: "This is the back of the chair.")

Do this with other objects that have backs. Each time it is touched the statement should be stated.
Then:
Q. What is this?
A. This is the back of the chair.

55. Review: Action Statement: What can....
Use a variety of familiar animals - bird, cat, dog, cow, etc.
Also use what can a_____not do?

56. Review: Preposition: in back of
Use a familiar object from previous lesson - then present a new object.

57. Polars: hot - not hot
Q. State: This_____is hot.
This_____is not hot.
Q. Is this_____hot?
A. Yes, this_____is hot.
A. No, this_____is not hot.

58. Polars: cold - not cold
Use same pattern as no. 57 only with word cold, not cold.

59. Polars: hot - cold
If something is not hot, then it is cold.

60. Review: Prepositions: over, next to, under
Use in a variety of situations.

61. Polars: smooth - rough
a. Teach smooth, not smooth
b. Teach rough, not rough
c. Then teach: If something is not smooth, then it is rough.

Q. Is this rough?
A. No, this is not rough, this_____is smooth.

Q. Is this smooth?
A. No, this_____is not smooth. This_____is rough.

62. Preposition: between
Q. Where is the_____?
A. The_____is between the_____and the_____.
(Be certain the student is familiar with the objects being used.)

Then:
Q. Is the_____ between the_____and the_____?
A. Yes, the_____ is between the_____and the_____.
No, the_____ is not between the_____and the_____.

63. Review: Polars: smooth - rough, hot - cold

64. Review: Action Statements: What can....
a. What can a_____do?
b. A_____can_____.
(Use car, man, woman, chair, etc. Use only one. Ex. A woman can walk.)

65. Review: Preposition: between

66. Review: Polars: fat - skinny, full - empty

67. Polars: straight - not straight
State: This_____is straight.
This_____is not straight.
Q. Is this_____straight?
A. Yes, this_____is straight.
No, this_____is not straight.

68. Polars: crooked - not crooked
Use same pattern as no. 67.

69. Polars: straight - crooked
Use same patterns as no. 61

70. Polars: fast - slow
a. Teach fast, not fast
b. Teach slow, not slow
c. Then teach, not fast, then slow, not slow, then fast
Use same pattern as no. 61

71. Plurals: are
This is a_____.
These are_____s.
Use a variety of familiar objects.

72. Plurals: are
Q. Where are the_____?
A. The_____ are (on, in) _____.
Q. Where is the_____?
A. The_____ is (on, in) the_____.
(Be certain they understand the plural verb are before mixing it with the singular.)

73. Polars: heavy - light
Teach same as no. 60 and 61

74. Review: Plurals
Q. What are the_____doing?
A. The_____ are _____.

75. Polars: wet - dry
Teach same as no. 60 and 61.

76. Plurals: Using ARE as a question
Q. Are the_____?
A. Yes, the_____are_____.
A. No, the_____are not_____.
(Use a variety of examples.)

77. If - Then concept
a. Use vocabulary the student is familiar with.
Ex. If the dish is not wet, then it is dry.
If the car is now slow, then it is fast.

78. Polars: old - young
Teach same as no. 60 and 61

79. Action Statements: Can go down....go up
a. Q. Can a (the)_____go down?
A. Yes, a_____ can go down.
A. No, a_____ cannot go down.
b. Do same for go up.
(Use a variety of examples)

80. Review: Polars: soft - hard

81. Categories: vehicles
a. Identify what a vehicle is: something that can take you places.
Ex. Is this a vehicle?
Yes, this is a car, but it's also a vehicle.
b. Show many examples and say with each: This is a vehicle.
c. Show examples not vehicles - This is not a vehicle.
d. After both are well learned, mix objects that are and are not vehicles.
e. Use a variety of objects that fall within the category of vehicles.

82. Polars: light - dark
Use same pattern as no. 60 and 61.

83. Plurals: with preposition on
Q. Where are the_____?
A. The_____s are on the_____.
Use various examples.

84. Action Statement. Identifying the object and action of object with question what
Q. What is this?
A. This is a_____.
Q. What is the_____doing?
A. The_____is_____.
Also use this with plurals.

85. Review: Prepositions: in front of, in back of, over, on, in, etc.

86. Plurals: children
Ex.
Q. What is this girl doing?
A. This girl is jumping rope.
Q. What are these children doing?
A. These children are jumping rope.
Be certain the student understands one child, more than one child is children.

87. Review: Categories
a. Positive statements: Yes, this is a vehicle.
Yes, a car is a vehicle.
b. Negative statements: No, this is not a vehicle.
No, this _____ is not a vehicle.

88. Multiple Attributes: using conjunction and (use only two attributes)
Ex. Is this dog fat?
Yes, this dog is fat.
Is this dog wet?
Yes, this dog is wet.
Say: This dog is fat and wet.

89. Review: Pronouns: he - she
a. Identify a girl can be she
This is a girl.
This girl is (sleeping).
She is (sleeping).

This is a boy.
This boy is_____.
He is_____.
Provide other experiences using he and she.

90. Action Statements: Logical thinking
Q. What is this? (desk)
A. This is a_____.
Q. Can a_____eat?
A. No, a_____cannot eat.

91. Multiple Attributes: two attributes
    a. Take a familiar object and attach two attributes to it teaching it the same as no. 88.

92. Review: Pronouns: he and she

93. Review: Prepositions: over and under, etc.

94. Review: Categories: vehicles

95. Pronouns: they
    Ex. "What are these?" (boys)
    These are (boys).
    What are the boys doing?
    The boys are (playing). Say it this way: They are (playing).
    Be certain the student understands that boys and they refer to the same thing.
    Provide other experiences where the student uses the word they.

96. Categories: food
    a. Identify what food is: food is something you eat.
    Q. What is this? (hamburger)
    A. This is a (hamburger).
    Say: This food is a (hamburger).
    Again - be certain the student understands that hamburger is food. Use other kinds of food.

97. Multiple attributes: two attributes using phrases with conjunction and
    Ex. This girl is wearing a ribbon
    This girl is feeding a doll.
    This girl is wearing a ribbon and feeding a doll.
    Ask questions: What is the girl wearing?
    What is the girl doing?

98. Categories: clothing
    a. Identify what clothing is: Something you wear.
    b. Q. What is this?
    A. This is a_____.
    Q. Can you wear it?
    A. Yes.
    If you can wear it, then it is clothing.
    This_____is clothing.

99. Review: Pronouns: he, she, they

100. Categories: animals
    a. Identify what an animal is: An animal has four legs.
    b. Do same as no. 98.

101. Review: Prepositions: to, of, under, over, in, on, in front of, next to, between
    a. do in isolation first
    b. do in mixed order

102. Categories: plants
a. Identify what a plant is: Something that grows in the ground.
b. Proceeed same as no. 98.

103. Review: Multiple Attributes: two with conjunction and

104. Review: plurals with prepositions
Ex. Where are the girls?
The (girls) are (in front of) the _____.
Use familiar plurals and a variety of prepositions.

105. Multiple Attributes: with question patterns
Ex. Q. Is this bottle tall and full?
A. Yes, this _____
A. No, this _____ is not tall and full.

106. Review: Categories: clothing, plants, etc.

107. Review: pronouns and multiple attributes
Ex. He is tall and fat.
They are _____ and _____.
She is _____ and _____.

108. Categories: buildings and houses
a. Identify what a building and a house is.
b. Proceed as no. 98.

109. Pronoun: it
Q. What is this? (bicycle)
A. This is a bicycle.
Q. Where is it?
A. It is _____.

110. Review: Prepositions: in front of, in back of
Use many varied examples.

111. Multiple Attributes: question form using two attributes
Q. Is this (noun) (adj) and (adj.) ?
A. Yes, this _____ is _____ and _____.
A. No, this _____ is not _____ and _____.

112. Review: Pronouns: it, they
Use a variety of statements - both question and statement.

113. Question Words: why.... because....
Q. Why is the noun verb ?
A. The _____ is _____ because _____.
At this point, the sentence may be somewhat lengthy again depending on the fluency of the student's development.

114. Review: Categories: animals

115. Review: Question word: why
Q. What is the noun verb ?
A. The _____ is _____.
Q. Why is the _____ _____ _____?
A. Because _____.
He is _____. That's why he is _____.
Don't do both responses simultaneously until both have been well learned separately.

116. Categories: furniture
a. Define what furniture is. Something you put in your house.
b. Proceed as no. 98.

117. Review: Multiple Attributes: as questions, statements, using two attributes

118. Pronouns: I
Teacher, do the action and say: "I am (walking)."
Child does the same action using the same pattern - I am (walking).
Use many different actions all preceded with a statement I am _____.

119. Review: Question Word: why
Q. Why _____.
A. Because _____.
The questions can provoke thoughts that can get the student to think and then express why.

120. Pronouns: my
Teacher says: This is my _____.
My _____ is _____.

Ask: Q. What is this? (point to something on the student familiar to him.)
A. This is my _____.

121. Verbs of the Senses: smell
Q. Does _____ smell good?
A. Yes, _____ smells good.
A. No, _____ does not smell good.

122. Pronouns: you
Q. Point to a student: "Where are you?"
A. I am _____.
Q. Are you Mary?
A. Yes, I am Mary.
Vary these until the student understands that I and proper name means same person.

123. Review: Pronouns: my, you
Q. Whose _____ is this?
A. It is my _____.
Q. Who are you?
A. I am _____.
(Be certain they understand who.)

124. Review: Prepositions: on, under, in, etc.

125. Verbs of the Senses: feel
Proceed as with no. 121. Use many examples.

126. Review: Pronouns: I and my
Review the two separately first, then mix them.

127. Verb Tenses: present, past
This should be taught with some demonstration.
Ex. This is ice. (After it is melted you would say: This was ice.)
Use many, many different examples.

128. Pronoun: we
Demonstration should be used
Q. Where are you?
A. We are _____.
A. We are not _____.
Be certain to cue the students with the correct response.

129. Verb Tense: is, was
Ex. Is the man dirty? The _____ is _____.
The man is not dirty. The _____ was _____.
The man was dirty.

130. Pronouns: our
Ex. Using pictures: Our car is new (or old).
Our teacher is holding a book, etc.
Use many, many different examples.

131. Review: Categories, furniture, etc.

132. Review: Verb Tenses: is, was

133. Review: Multiple Attributes

134. Review: Pronouns: I, we, our, may, you

135. Pronouns: his and hers
Do - his first; then the other - hers .
Ex. The boy's mouth is open. His mouth is open. His mouth is not open.
The girl's mouth is open. Her mouth is open. Her mouth is not open.

136. If - Then Statements
Say: If _____ has a _____, then he has _____
Ex. If Joe has a penny, then he has money.

The if-then statements need not be always true or there may not be enough information to decide if-then. Provide examples when the student can't decide until more information is supplied.

137. Verb Tense: future
Q. What is_____doing?
A. He is_____.
Q. What will he do when he_____?
A. He will _____.
Provide many, many examples.

138. Pronouns: your
Q. Where is my_____?
A. Your _____is_____.

139. Review: Multiple Attributes
Include in some of these review lessons other skills previously taught.

140. Review: Prepositions

141. Pronouns: their
Ex. The children's coats are hanging.
Their coats are hanging.
Use many, many examples.

142. Review: Polars

143. Comparatives: longer - not longer
Q. Is this line long?
A. No, this line is not long.
Q. Is this line long?
A. Yes, this line is long.
Say: Point to the longer line. This line is longer.

144. Events: before and after
Ex. First the (girl) put on her (coat) and then she_____.

145. Review: if - then statements
Be certain the child understands he must have adequate information to make decisions and statements.

146. Pronouns: me
Ex. Have someone touch a child.
"He or she touched me."
Q. Who touched you?
A. He (or name) touched me.

147. Review: Comparative: longer - not longer

148. Comparatives: bigger - not bigger
Point to an apple - "This apple is bigger than this apple."
"This apple is not bigger than this apple."

149. Review: Multiple Attributes

150. Comparatives: longer than - taller than
Ex. Is this_____ longer than the other_____?

151. Pronouns: them
Ex. "These are_____."
I can touch them.

152. Pronouns: us
"He is (verb) us."
"The_____ us."
Use many examples and lots of demonstrations.

153. Pronouns: him, her
Teach in isolation first, then in mixed order.
Ex. "I touched (him or her)."

154. Review: Comparatives: bigger than, taller than, smaller than

155. Review: Pronouns: your
Ex. demonstrate - Your shoe is_____.

156. Superlatives: shortest
Use lines: "This line is not longer."
"This line is the shortest line."

157. Location:
Ex. "What do you do on a sidewalk?"
Use many locations and ideas.

158. Review: Superlatives: shortest

159. Superlatives: smallest

160. Locations
Ex. shoe store: "What would you do in a shoe store?"

161. Superlatives: skinniest

162. Review: Superlatives: skinniest, shortest, longer

163. Same - Different
Ex. "This child is smiling and this girl is smiling."
"They are the same because they are different."

164. Review: Comparatives and Superlatives

165. Review: Same and Different

166. Only
"Only a_____is in the_____.

167. Review: only

ORAL LANGUAGE

Teaching "Parts"

I. Pattern for teaching parts

1. Present object as a whole. Identify it.
   Ex. Show a (match) or picture of it.
2. Present each part individually - identifying parts with children.
   Ex. A (match) has a (head).
   This is the (head).
   Is this a (head)?
   No, this is a (stick).

This pattern will be followed with the objects taught. The objects will become more complicated with more parts as the lessons progress.

3. Review is an important factor in teaching parts - as in all language. Games - such as races in naming parts - or any you may devise will help produce the repetition necessary for teaching. Missing parts games may be helpful.

II. A list of suggested objects and parts (some new vocabulary will be encountered).

1.	shovel:	handle - scoop
2.	cup:	handle - bowl
3.	pencil:	eraser - point - shaft
4.	hammer:	head - handle - claw
5.	hat:	crown - brim - band
6.	purse:	handle - bag - clasp (or zipper)
7.	wagon:	handle - body - wheels
8.	egg:	shell - yolk - white
9.	sandal:	sole - buckle - straps
10.	pot:	handle - body - lid
11.	table:	top - legs
12.	umbrella:	handle - frame - covering
13.	fish:	body - tail - fins
14.	tree:	roots - trunk - branches - leaves
15.	nail:	head - shaft - point
16.	shoe:	heel - sole - top - tongue - laces
17.	boy:	head - neck - torso - arms - legs
18.	girl:	head - neck - torso - arms - legs
19.	man:	head - neck - torso - arms - legs
20.	turtle:	shell - neck - head - tail - feet
21.	head/girl or boy:	mouth - eyes - nose - ears
22.	flower:	roots - stem - leaves - petals
23.	torso:	shoulders - chest - abdomen
24.	head:	mouth - eyes - ears - nose - cheeks - chin - forehead - hair
25.	jacket:	sleeves - front - hood - zipper - back

26.	arm:	elbow - upper arm - forearm
27.	glasses:	frames - lenses - earpieces
28.	hand:	fingers - fingernails - thumb - knuckles - palm - back
29.	pin:	head - shaft - point
30.	leg:	thigh - calf - knee
31.	shirt:	collar - pocket - sleeves - cuffs - buttons
32.	foot:	toes - toenails - heel - arch
33.	nose:	bridge - nostrils
34.	window:	frame - lock - handle - panes
35.	mouth:	lips - teeth - gums
36.	coat:	sleeves - collar - buttons - buttonholes - front - back
37.	eye:	lid - lashes - eyebrows - iris - pupils
38.	pants:	zipper - legs - waistband - cuffs - pockets
39.	broom:	handles - bristles
40.	glove:	thumb - fingers - cuff - palm
41.	car:	body - wheels - fender - windows - doors - bumpers - hood - windshield - grill - taillights - headlights - trunk
42.	rake:	handle - prongs
43.	car (inside): (do in more than one lesson)	seats - seatbelts - steering wheel - dashboard - radio - glove compartment - speedometer - gas gauge - rearview mirror - wiper
44.	knife:	handle - blade - point
45.	toothbrush:	handle - bristles
46.	jar:	lid - mouth - neck - body - label
47.	belt:	strap - buckle - prong - loop - holes
48.	chair:	seat - back - legs
49.	lamp:	shade - stand - cord - switch - light bulb
50.	garbage can:	body - lid - handles
51.	boot:	sole - buckles - flap - top
52.	spoon:	handle - bowl
53.	cap:	bill - crown - button
54.	cake:	layers - frosting
55.	clocks:	hands - face - case
56.	cabinet:	counter - doors - handles - drawers - shelves
57.	refrigerator:	door - handle - body - shelves - freezer - drawer
58.	door:	doorknob - keyhole - hinges - lock
59.	closet:	rod - door - shelves - hook - light
60.	staircase:	railing - stairs - posts
61.	airplane:	wings - tail - fuselage - wheels - windows - turbines - propellers
62.	truck	cab - trailer

APPENDIX II

GREETINGS:

Hello. Hi.

Good morning.

How are you?

Fine, thank you.

DIRECTIONS:

Please stand up.

Please sit down.

Thank you.

Good-bye.

Excuse me.

Pardon me.

Tell me.

Say it.

May I have your attention?

Look at me.

Listen to me.

Repeat after me.

Please come here.

Go to the door.

Put your things away.

Wait.

COMMON CLASSROOM EXPRESSIONS:

May I go to the restroom?

May I get a drink of water?

May I have the colors?

What do you want?

What are you doing?

Are you listening?

What's the matter?

MYSELF, MY FAMILY, AND MY FRIENDS

A. Content words:

baby	friend	man	street
boy	grandfather	mother	visitor
brother	grandmother	name	woman
family	girl	people	
father	house	sister	

B. Instructional activity words:

come	help	love
go	like	see
have, has	live	work

OUR SCHOOL

A. Content words:

ball	bus	clock	floor
bandaid	chair	closet	flowers
bat	cafeteria	color	food
bell	car	cut	fountain
boy	chalk	desk	friend
box	chalkboard	door	game
book	children	eraser	girl
bookshelf	circle	fan	hands
brush	clay	flag	janitor
kleenex	paste	seesaw	toilet
lavatory	pencil	shade	toilet paper
light	pencil sharpener	sidewalk	top
line	picture	slide	towel
lunch	play	song	toy
man	playground	stars	tray
milk	principal	stick	vase
money	rest-room	story	wagon
name	record	street	wall
noise	record player	stripes	wastebasket
nurse	recess	swing	water
office	room	table	window
paint	rope	tablet	woman
paper	school	teacher	
partner	scissors	telephone	

B. Numbers:

one	six	first	sixth
two	seven	second	seventh
three	eight	third	eighth
four	nine	fourth	ninth
five	ten	fifth	tenth

C. Colors:

black	green	purple	yellow
blue	orange	red	
brown	pink	white	

HEALTH AND SAFETY

Parts of the body

A. Content words:

ankle	eyelashes	hips	stomach
arm	face	knee	teeth
back	feet	lap	thumb
body	finger(s)	leg	toe(s)
chin	fingernail(s)	lip(s)	toenail(s)
ears	foot	mouth	tongue
elbow	hair	neck	
eye(s)	hand	nose	
eyebrow(s)	heel	shoulder	

B. Instructional activity words:

bend	nod	stretch
blow	open	swing
close	raise	touch
flip	rub	twist
kiss	shake	wiggle
move	show	

Cleanliness and health

A. Content words:

air	dinner	meat	toothbrush
bandaid	first aid box	medicine	toothpaste
bath	food	milk	towel
bathroom	fruit	mirror	vegetable(s)
bathtub	handkerchief	nail file	washcloth
breakfast	juice	nurse	wash
brush	kleenex	"shots"	
cold (noun)	lavatory	soap	
comb	lunch	toilet	

B. Instructional activity words:

bath	cough	flush	sleep
bend	do	grow	sneeze
breathe	don't	relax	straighten
brush	drink	rest	stretch

clean	dry	rub	wipe
comb	eat	scrub	yawn

Safety

A. Content words:

bicycle	car	crossing	fire
bus	corner	east	fire drill

PETS, ANIMALS, STORY BOOK FRIENDS

A. Content words:

bear	cat	dog	duck
bird	chicken	dog house	feather
cage	deer	donkey	fence
fish	kitten	pig	squirrel
fleece	lamb	pony	tail
fox	monkey	puppy	turtle
frog	parakeet	rabbit	wolf
goat	parrot	rooster	wool
horse	paw	snake	

B. Instructional activity words:

bathe	ride
feed	imitate sounds the animals make
play with	

CLOTHES WE WEAR

A. Content words:

apron	blouse	cloth	coat
bead(s)	boot(s) (cowboy, rubber)		collar
belt	button	clothes	dress
bluejeans	cap	clothesline	glove(s)
hat	play clothes	ruffle	suit
jacket	pocket	school clothes	suitcase
mitten(s)	purse	shirt	sweater
pajamas	raincoat	shoe(s)	swim suit
pants	ribbon	size	tie
party clothes	rubbers	sock(s)	

B. Instructional activity words:

carry	button	men	wash
clean	fasten	shine	
buckle	iron	tie	

FOODS WE EAT

A. Content words:

bacon	fruit:	ice cream	pickle(s)
bottle	apple	juice	sandwich
bread	banana	lunch	soup
breakfast	cantaloupe	meat	straw
butter	cherries	milk	sugar
can	grape(s)	milk carton	vegetables:
candy	grapefruit	milkman	beans (red, green)
cake	lemon	milk truck	cabbage
carton	lime	money:	carrot
cereal	melon	penny	corn
cheese	orange	nickel	lettuce
chocolate	peach	dime	onion(s)
cookie(s)	pear	quarter	peas
cracker(s)	pineapple	dollar	radish
dinner	strawberries	peanut	rice
egg(s)	groceries	peanut butter	spinach
food	grocery store	pepper-salt	tomato(es)

B. Instructional activity words:

buy	drink	like to eat	slice
chew	eat	pick	
cook	gather	sell	

OUR HOUSE - Outside

A. Content words:

attic	carport	door	flowerbed
basement	chimney	driveway	flowers
garage	mail	step(s)	window
grass	mailbox	trash can	yard
house	roof	tree	
house number	side	wall	
lawn (mower)	stairs	water hose	

B. Instructional activity words:

cut the grass	keep clean	take care of
eat	knock (on the door)	water the lawn
have fun	sleep	trim the yard

OUR HOUSE - Inside

Living Room

A. Content words:

chair	piano	sofa	vase
curtain	picture(s)	table	visitor
floor lamp	radio	table lamp	window shade
living room	rug	television	

Dining Room

A. Content words:

bowl	fork	napkin	spoon
chairs	glass	pitcher	tablecloth
cup	knife	plate	teapot
dining table	meals:	platter	
dishes	breakfast	saucer	
food	dinner	silverware	
	lunch		
	snack		
	supper		

B. Instructional activity words:

eat	pass	put	
fill	pour	set the table	

Bedroom

A. Content words:

bed	chest of drawers	mattress	quilt
bedroom	closet	mirror	rocking chair
bedspread	clothes	pillow	sheet
blanket	clotheshanger	pillow case	

B. Instructional activity words:

get up	go to sleep	hang up the clothes	dress
go to bed	wake up	lie on the bed	sleep
get dressed			

Bathroom

A. Content words:

bath mat	commode	soap	towel
bathroom	lavatory	toilet paper	washcloth
bathtub	lotion	toothbrush	water
comb	mirror	toothpaste	

B. Instructional activity words

brush (hair) (teeth)		scrub	wash
dry	put on	turn off	
flush	rub	turn on	

(Review parts of the body and related action words.)

Kitchen

A. Content words:

cabinet	fire	kitchen table	shaker
cleaning powder	matches	shelf (shelves)	(salt, pepper)
coffee pot	icebox	oven	sink
dish(es)	kettle	pan	soak
dishpan	kitchen	pot	stove
dish towel	kitchen stool	refrigerator	

B. Instructional activity words

clean	dry the dishes	make (a cake)	wash the
cook	fix (breakfast)	put away	dishes

Household items

A. Content words:

broom	iron	pins	washtub
clothesline	ironing board	sewing machine	washing
clothespins	mop	thread	machine
fan	needle	thimble	
flashlight	pail		

B. Instructional activity words:

clean	iron	mop	sew
dust	mend	scrub	sweep

Credit to: Preschool Instructional Program
For Non-English Speaking Children
Texas Educational Agency
Austin, Texas

READING READINESS PROGRAM

DEFINITION: Reading readiness in the kindergarten refers to the development of a background of experiences which prepares the child for a formal reading program.

A good readiness program is characterized by flexiblity, as the purpose of the program is to lay the foundation upon which later maximum success in reading can be built. This period is a highly structured and specifically teacher-planned program. It is not aimed at removing individual differences among children, but at seeing that each child has experiences that will lead to success in learning to read,

At this stage reading involves the reception and expression of those concepts which will enable the child eventually to communicate with the printed word.

Skills in auditory and visual discrimination are provided to help the child decipher the printed symbol.

Reading readiness involves the development of the whole child - physical, social, mental, and emotional.

MAIN OBJECTIVES

1. To provide the necessary background of experiences required for reading
2. To provide a wide range of many sensory experiences that will aid in the development of an awareness of the meaning of words

3. To provide an environment through positive reinforcement that will stimulate and maintain the desire to read

SECONDARY OBJECTIVES

1. To develop visual and auditory abilities
2. To develop language and articulation skills necessary for reading
3. To develop physical-motor skills
4. To develop positive emotional habits and emotional stability
5. To provide experiences in which each child will attain success in beginning reading activities
6. To provide favorable situations for the development of positive attitudes and interests

METHODS

1. Visual Development

   a. Development of left to right sweep and movement
   b. Observes likenesses and differences in pictures
   c. Observes likenesses and differences in symbols (words, letters)
   d. Observes and is able to match shapes, sizes, colors, buttons, etc.
   e. Development in observing smaller details in pictures
   f. Recognition of own name, names of others, names of objects within the room
   g. Develop the ability to recognize and name basic colors: red, blue, green, yellow, brown, black, white, and orange
   h. Giving letters a verbal label

2. Auditory Development

   a. Development of rhythms through music
   b. Development of oral recitation of poems and nursery rhymes
   c. Development of auditory discrimination through use of word games, riddles, tape recorder, etc.
   d. Ability to listen to others relate a story or event
   e. Ability to discriminate and identify letters of the alphabet by name
   f. Ability to discriminate and identify letters of the alphabet by sound
   g. Ability to distinguish between sounds, rhyming words, likenesses and differences in word endings and beginnings

3. Language Development

a. Development of vocabulary through sentences
b. Ability to speak in increasingly complex sentences
c. Ability to tell a story in sequence of time and events
d. Ability to create a simple story - real or imaginative
e. Ability to carry on informal conversation or dialogue
   1. with people
   2. with use of telephone
f. Simple dramatization
g. Development language experience stories

4. Articulation Development

a. Ability to recognize and produce sounds (See oral language program)
b. Ability to speak so that one can be clearly understood by others
c. Ability to produce a clear and correct usage of English

5. Mental Development

a. Extend attention span
b. Development of the ability to follow directions
c. Develop the ability to recall past events in sequences and other memory skills
d. Ability to produce simple drawings based on a story
e. Develop the ability to classify and see relationships, to make simple generalizations
f. Ability to think through and solve simple problems
g. Ability to answer questions pointedly and meaningfully
h. Ability to see cause and effect relationships

6. Classroom Environment

a. Provide healthy, cheerful environment where child is accepted for self
b. Maintain a room adequately suppled with picture books, pictures, lifelike objects, etc.
c. Have numerous objects labeled throughout room
d. Have large alphabet letters on display
e. Provide bulletin boards for art work, new items, etc.
f. Provide learning centers geared to child's needs and interests

EVALUATION

The evaluation of the pre-school reading readiness program may be done through individual tests such as the Pre-School Academic Check List and/or group test such as the Metropolitan Readiness test or the district's adopted readiness test.

ARITHMETIC READINESS PROGRAM

DEFINITION: A program for the development of initial arithmetic concepts and language which will provide the child with the necessary skills and understanding for success in a beginning first grade arithmetic program.

MAIN OBJECTIVES

1. To develop the concept of processes leading toward abstract thinking
2. To develop time with emphasis on the present, and a development toward recalling the past and projecting to the future
3. To develop an understanding of basic geometric shapes and space relationships
4. To develop an understanding of basic measurement concepts
5. To develop a vocabulary related to basic math concepts

SECONDARY OBJECTIVES

1. To develop concepts of time as measured by:
   a. The clock
   b. The calendar
2. To develop the ability to recognize geometric shapes by name
3. To develop the ability to count in sequence
4. To develop the ability to recognize number symbols
5. To develop an understanding of sets and pairs
6. To develop the concept of one-to-one correspondence
7. To develop the understanding of the number patterns of base ten system
8. To develop the ability to count the cardinal numbers in their correct order

9. To develop the ability to know the position of and say cardinal numbers

10. To develop the understanding of the concepts of plus one, minus one in the counting operation

11. To develop the basic vocabulary necessary for acquisition for the above arithmetic concepts

METHODS

1. Time - the development of a sense of time

   a. Ability to tell of past, present, future
   b. Understanding of today, yesterday, tonight, tomorrow, afternoon, morning
   c. Develop concept of a calendar as divided into months, weeks, days. Include also the names of the days, months, plus each day has a number attached to it.
   d. Develop concept of today's plans, tomorrow's, and yesterday's events
   e. Develop concept of time as measured by the clock
      1. Understands the hour hand
      2. Understands the minute hand
      3. Understands when school begins and ends
      4. Understands time for snack, lunch
      5. Recognizes the numbers of a clock
      6. Develop an understanding and ability to tell time by the hour and half hour - _____o'clock

2. Geometric shapes and space relationships - the child acquires a certain perspective of the world around him beginning with himself and where he is in the world. He also learns that his world is one of configuration, shape, and pattern.

   a. Can draw circles, squares, rectangles, triangles
   b. Ability to attach appropriate name to a geometric shape

3. Number Operations

   a. Ability to count from 1 to 50 or beyond
   b. Ability to understand the concept of each number from 1 to 10 such as "one-ness," "two-ness," etc.

c. Ability to name in correct order numbers in relation to child's address, telephone numbers, calendars, clock, birthday
d. Ability to understand and manipulate the concept of one-to-one correspondence
e. Ability to recognize and produce sets of 0 to 20 objects
f. Ability to recognize and produce pairs
g. Ability to use the cardinal numbers: first - tenth
h. Ability to manipulate basic addition and subtraction as plus one and minus one
i. Ability to combine, count, and separate sets and sub-sets (for those that have the readiness)
j. Ability to name the written symbols 1-50
k. Ability to know what comes before a number and after -1 through 10
l. Ability to write symbols, 1-20

4. Measurement - the child describes the physical world which he observes by comparison and estimation

a. Understands concept of containers: jars, boxes, glasses, pails, bowls
b. Understands concept of: full, empty, half full, half empty, little more
c. Understands difference between whole and half
d. Understands concept of weight
   1. Difference between heavy and light
   2. Able to name objects that are heavy - light
e. Understands height
   1. Knows height in terms of feet
   2. Understands the concept of weight
   3. Can identify tall and short objects
f. Understands concepts of temperature
   1. Is able to name objects that are hot - cold and warm - cool
   2. Understands the term thermometer as is used in weather

5. Money - the child knows the use of money as a way of purchasing

a. Understands how many coins are equivalent to others
b. Is able to attach correct name to coin

6. General Vocabulary Development

a. Time:

today	yesterday	tonight
tomorrow	afternoon	morning
months	weeks	days
name of each day	name of each month	week days
school days		

b. Geometric shapes:

circle	square	rectangles
triangles	round	

c. Number operations:

number names	"What comes next"	close
cardinal names	in front of	next to
sets	behind	before
pairs	above	after
minus one	below	less
plus one	many	"what's missing"
zero - fifty	few	greater than
first - tenth	some	more than
"how many"	under	

d. Measurements:

half full	thermometer	big (ger)
half empty	large (er)	pounds
more	small (er)	temperature
less	tall (er)	cold
whole	short (er)	hot
little	wide (er)	long (er)
cup	narrow (er)	

e. Money:

nickel	penny	dime

EVALUATION

The following instruments may be used to assess pupil growth in the arithmetic area:

Preschool Academic Checklist

Preschool Inter-American Test

Teacher-made Check List

SCIENCE PROGRAM

DEFINITION: The science program should provide opportunities that will enable each child to question, explore, and discover the world around him. It should provide learning situations that will involve broad generalizations that can be used in the method of problem solving.

MAIN OBJECTIVES

1. Science should be incorporated into the kindergarten class so that each individual has the opportunity to:

   a. Observe
   b. Explore
   c. Experiment
   d. Reason
   e. Propose explanations
   f. Discover
   g. Conclude
   h. Question
   i. Classify
   j. Generalize
   k. Communicate

   the world around him and his environment.

2. To develop a beginning science vocabulary.

3. To provide further opportunity for the development of oral language and reading skills.

4. To use science as a means of developing basic skills in the areas of math, reading, and oral language.

SECONDARY OBJECTIVES

1. To provide the opportunity to broaden the child's basic concepts in the areas of:

   a. Living Things
   b. Matter and Energy
   c. Earth
   d. Universe

2. To take into consideration the child's background experiences, interests, attitudes, etc.

3. To expose the child to the immediate surroundings and environment for explorations

METHODS

1. Living things - To learn that there are many kinds of living things

   a. What is alive
      1) Animals
         a) Animals are tame, some are untame or wild.
         b) There are many different kinds of animals.
         c) Animals can be described and known by physical characteristics.
         d) Animals move, eat, breathe, grow, and protect themselves.
      2) Insects
         a) Insects belong to the animal family.
         b) They have unique characteristics.
         c) There are many different kinds of insects.
      3) Reptiles
      4) Fish
      5) Birds
         a) Birds belong to the animal family.
         b) There are many different kinds.
         c) Birds are labeled by different physical characteristics.
         d) Birds are living creatures that need food, protection, etc.
      6) Mammals
         a) Zoo animals
         b) Domestic animals
         c) Caring for pets
         d) Likeness and difference
   b. Plants
      1) Many different kinds of plants
      2) Big plants, small plants
      3) Seeds
         a) What do seeds need to grow
      4) Parts of plants
      5) Ways to start plants
         a) Cuttings
         b) Seeds
         c) Bulbs
      6) Uses of plants
         a) Ornamental
         b) Clothing
         c) Heat

d) Protection
e) Food
f) Medication

2. MATTER AND ENERGY - To help children discover that there is a vast variety of matter (materials) in nature. Matter can exist in forms of a solid, liquid, or a gas. Energy is needed to make matter move or change.

a. Senses - See with eyes, hear with ears, feel with fingers, taste with tongue
   1) We have five senses that help us to know and live in the world around us.
   2) Each sense has its own characteristics and functions.
b. Heat
   1) Heat can be measured (thermometer)
c. Energy can make things move
   1) Machines
   2) Levers
   3) Scissors, hammers, balances, scales
d. Magnets and Magnetic Energies
   1) Opposite poles - attracts metals - passes through things
   2) Magnets can be used in many different ways.
   3) Magnets pick up some things, but not others.
   4) Magnets affect other magnets.
   5) Water, steam
      a) Water is important to all living things.
      b) It can be found in many places, rivers, streams, ocean, seas, lakes, etc.
      c) Water has many uses.
e. Sound
   1) Vibrations
   2) Sound travels - moves water
   3) There are many different sounds around us
   4) Different sounds are made in different ways
   5) We can tell, without looking, what makes sounds
   6) There are loud and soft sounds; high and low sounds

3. EARTH - To help children understand that the earth is made up of matter; rocks, water, air.

a. Globe is a picture of the earth - 2/3 water
b. Wall maps
c. Earth is made up of soil, rocks, water, and air
d. Rocks
   1) Characteristics:
      a) Light and dark
      b) Sizes and shapes

c) Weights
d) Smooth or rough
e) Hard or soft - write on paper, etc.
f) Rocks rub together - break down and form soil and sand - broken with running water
g) Soil is different because formed from different rocks

e. Water
1) Water wears away rocks
2) Evaporates into air, changes from liquid to gas
3) Water evaporates with heat
4) Water evaporates in moving air
5) Air contains water vapor - causes rain to fall
6) Water moves rocks and soil - fast water moves faster
7) Roots keep water in soil
8) Water freezes - go into weight - gets heavier
9) Ice expands - exerts force

4. THE UNIVERSE - To help the children understand the concept of space and outer space and the relationship of the earth in the universe.

a. Space (all around us)
b. All things are in space
c. Earth travels in space
d. Sun, moon, stars travel in space
e. Relativity
1) near, far, high, low, below, above, etc.
2) things look different perspectively
f. Night and Day
1) The sun gives light and heat
2) The sun is far from the earth
3) Night and day is caused by the turning of the earth
g. Shadows
1) Made when something blocks part of the light
2) Shadows shrink or grow
h. Moon
1) Satellite which orbits around the earth
2) Man's travels to the moon
3) The moon is seen at night when we move away from the sun
4) The moon is like a mirror that reflects the light of the sun
i. Gravity
1) Gravity pulls objects toward earth
2) It takes energy to throw things up because of gravity

SCIENCE VOCABULARY: Following is a suggested word list to be included in the science program. Each area considered has its own vocabulary and should be emphasized prior to the teaching of each selection.

hot
cold
thermometer
wind
sun
earth
moon
stars
clouds
gas
liquid
solid
living
air
animal
insect
magnet
steam
ice
evaporation
condensation
rain
snow
fog
space
night
day
gravity

SEASONAL SUGGESTIONS FOR SCIENCE EXPERIMENTS

1. Autumn

a. Living Things
   1) Harvest Time
   2) Food - eating and life
   3) Storing for winter
   4) People and animals - cooking and preparing seeds (pumpkin seeds)
   5) Changes in plants and animals
      a) Caring for plants for winter
      b) Falling leaves
      c) Changing colors
   6) Animals preparing for winter
      a) Birds leaving
      b) Nests
      c) Changes in fur
      d) Caterpillars

b. Earth
   1) Weather
      a) Cooler days
      b) Effect on clothing we wear
      c) Frost

c. Universe
   1) Observation of moon
      a) Day and night

d. Matter and Energy
   Heat change - popping popcorn

2. Winter

a. Living Things
   1) Animals
      a) Resting and shelter
      b) Protection
      c) Pets that need care
      d) Bird feeding
      e) Hibernation
   2) Plants
      a) Need for warmth and light
      b) Freezing or risking outside winter bulbs
      c) Flowers

b. Earth
   1) Melting and freezing of water, ice, snow, sleet, fog

c. Universe
   1) Short days
   2) Darkness
   3) Awareness of moon and stars

d. Matter and Energy
   1) Heat and warmth of sun on some days
   2) How buildings are heated
   3) Drying and evaporation

e. Light
   1) Light and color
   2) Prisms
   3) Flashlight
   4) Lenses
   5) Bubbles

f. Electricity (for heat and light)
   1) Clinging elements of static electricity

3. Spring

a. Living Things
   1) Animals
      a) Baby animals
      b) Growth
      c) Homes
      d) Feeding and care
   2) Plants
      a) Planting
      b) Growth
      c) Changes in trees
      d) Plants
      e) Flowers
      f) Buds

b. Earth
   1) Continued use of sand, mud, and water
   2) Melting of ice - liquid

c. Universe
   1) Hot sun
   2) Longer days

3) Shade
4) Shadows
5) Stars

d. Matter and Energy
1) Observing heavy machinery
2) Concepts of levers, wheels, pulleys
3) Heat condensation on surfaces

SUGGESTED SCIENCE AND SCIENCE RELATED TRIPS

Airport
Apiary
Bakery
Barber shop
Bookbinding shop
Bottling company
Bridges
Buildings under construction
Cereal factory
Chicken hatchery
City dump
Clay pit
Creamery
Docks
Electric line repairing
Factories
Farms
Filling station
Fire station
Florist
Flour mill
Fruit depot
Furniture factory
Garage (delivery trucks)
Garden store
Grain elevators
Greenhouse
Grocery
Hardware store
High building (view)
Homes of children
Hospital
Ice plant
Ice cream plant
Laundry
Lumberyard
Market
Milk wagons
Museum (art, science, and history)
Neighborhood house
Nursery (tree)
Park
Pet store
Playground
Private gardens
Policeman's beat
Post office
Printing plant for a newspaper
Public gardens
Public library
Public waterworks
Radio broadcasting station
Railroad station and yards
Restaurant
Roadside market
Sand pit
Sawmill
School
Shoe-repair shop
Snack vendor
Steam shovel in operation
Street-repairing
Streetcars
Taxi barns
TV station
Tile factory
Toy shop
Transfer stables
Truck farm
Vacant lots
Vegetable and fruit shops
Woods
Zoo

RESOURCE MATERIALS

1. Beginning Science, Whitman
2. Kindergarten Science - Seift and Rather
3. A Creative Guide for Preschool Teachers
4. Science Handbook K-9, George Katagiri
5. Helping Young Children, Evelyn Goodenough Pitcher

EVALUATION

Evaluating the child in science should primarily be through teacher observation and questioning during science-oriented experiences. Specifically, when a child confronts a new experience, the teacher should note:

1. Does the child observe the change that has taken place and characteristics of the objects by verbalizing what he sees?
2. Does the child ask questions about what he has observed?
3. Does the child try to reproduce what he has observed?
4. From his experimentation, does he draw conclusions about why a particular thing happened?
5. Does the child try to produce a similar experience by using different but related material?

Questions that would help the teacher evaluate science ability:

"What would happen if....?"

"Tell me about...?"

"How can we find out...?"

"How can you be sure that...?"

"How many...?"

"Where can we find...?"

"What happened...?"

"What do you think?"

"How are they alike/different?"

RESOURCE MATERIAL

Let's find out - Schneider, Nina

True book of more science experiments - Podendorf, Illa

True book of science experiments - Podendorf, Illa

Springboards to science - Fuller, Elizabeth

Fun-time window garden - Cooke, Emogene

Wonderland of plants - Shannon, Terry

How big is big? - Schneider, Herman

Air is all around you - Branley, Franklyn

True book of weather experiments - Pondendorf, Illa

PHYSICAL EDUCATION PROGRAM

DEFINITION: "The nature and the extent of the motor skills he (the child) acquires in various areas determine the degree to which he will succeed in social, educational, and vocational areas." (Crow, Lester and Crows. Child Development and Adjustment, New York.)

A rapid physical growth occurs in the child of preschool age, and the physical education program should be one that will provide various motor activities for the child that will enable him to explore and discover his own physical abilities as well as development of his own feelings of self-confidence.

MAIN OBJECTIVES

1. To develop the child's motor skills
2. To develop the child's coordination
3. To develop an awareness of body parts and physical body functions
4. To develop social skills
5. To teach the proper use of equipment and safety

SECONDARY OBJECTIVES

1. To develop physical coordination of large and small muscles
2. To develop the child's ability to throw, kick, roll, catch, etc.
3. To initiate rhythmic and non-rhythmic games and activities for indoor and outdoor use
4. To develop laterality and directionality
5. To develop eye-hand coordination skills

METHODS

1. Large Muscle Coordination - This area should include activities that will develop large muscle coordination such as:

   a. Jumping

      in place
      jumping jacks
      jumping rope
      jumping over objects
      from a height

   b. Running

      relays
      racing
      running in place

   c. Bouncing

      bouncing a ball
      bouncing of body - up-down movement

   d. Climbing (hand grasp)

      climbing on, over, and around objects

   e. Walking

      walking forward, backward, sideways
      walking fast and slow
      taking large giant steps, baby steps
      animate walks - duck and elephant
      follow the leader

   f. Skipping

      step - hop
      left - right
      skipping in pairs
      skipping around the circle

   g. Balancing

      tiptoeing
      on a chalk line
      on a balance board
      on a balance beam
      skating movements
      shifting center of gravity
      bouncing
      jumping board

h. Hopping

up and down
forward
land on balls of feet or toes
use of arms

i. Stretching

raking
rag doll
climbing
jack-in-the-box

j. Other muscular activities would also be included in the above activities:

kicking	sliding	creeping
dancing	pushing, pulling	crawling
swaying	galloping	
swinging	bending	

2. Development of small muscles - This area should include the following:

a. Catching

b. Bouncing (ball)

c. Climbing (hand grasp)

d. Folding

e. Cutting

f. Lacing and tying shoes

g. Stringing beads

h. Blocks

3. Social Skills - Physical Education can provide an opportunity for the development of social skills. The child lives in a competitive world and must learn to adjust to its demands. Some of the social skills to instill in the child are the following:

a. Self-confidence
b. Cooperation
c. Following directions

d. Taking turns
e. Sharing
f. Self-control
g. Winning and losing
h. Acceptance of rules
i. Recognition of rights (own and others)
j. Honesty
k. Courtesy

4. Development of laterality and directionality

a. Laterality - refers to the sideness of the body when a vertical line is drawn at the mid-point between the two sides

1) Bilateral movements - activities in which both arms or legs are used simultaneously or arms alternate with legs
2) Unilateral movements - the arm and leg on the same side of the body are used simultaneously
3) Cross-lateral movements - alternate arm and leg moves simultaneously

b. Directionality - the child is able to move correctly in the direction indicated by the instructor

1) Right - left
2) Up - down
3) In front of - behind

5. Games - rhythmic

a. Finger plays - to music
b. Nursery rhymes
1) Punchinello
2) Mulberry Bush
3) Farmer in the Dell
4) Skip to My Lou
5) London Bridge
6) A Tisket a Tasket
7) Musical Chairs
c. Dancing
1) Folk dances
2) Square dances
3) Free expression
d. Singing and acting
e. Jump rope to rhythm
f. Bounce a ball to rhythm
g. Body movements in time to rhythm
1) Jumping
2) Hopping
3) Sliding
4) Skipping
5) Swaying
6) Marching

6. Games - non-rhythmic

   a. Imitation games
      1) Role playing
      2) Nursery rhymes
      3) Finger games
      4) Animation (animals, people, things)
   b. Resting games (routines)
      1) Listening - hear clues

7. Equipment

   a. Indoors
      1) Ropes
      2) Balls (large, small)
      3) Records
      4) Balance beam
      5) Ladders
      6) Climbing rope
      7) Bean bags
      8) Jump board
      9) Heavy cars, trucks
      10) Pushing and pulling toys
      11) Trikes, punching bags
      12) Blocks
      13) Beads
   b. Outdoors
      1) Swings
      2) Slide
      3) Tunnels
      4) Jungle gyms or other climbing apparatus
      5) Wading pool
      6) Balance board

8. Language words and phrases taught in a physical education program

a.	sit	d.	in front of	g.	under	j.	between
b.	stand	e.	behind	h.	beside	k.	touch
c.	move	f.	over	i.	around	l.	corner

9. Safety and Health

All aspects of the physical education program will require some instruction as to safety precautions.

For this reason children should be taught safety standards before using any apparatus. The children themselves could help set up the safety standards which will help them understand the reasons for them and be better able to work and play together safely.

10. RESOURCE MATERIALS

Cherry, Clare. Creative Movement for the Developing Child, Fearon Publishers, Palo Alto, California, 1968.

Finger Plays, A Merrigold Book.

An Activity Book of Games and Pantomimes, A Golden Book, Golden Press, New York. 1964.

Gesell, A. L. Child Development, An Introduction to the Study of Human Growth. Harper, 1949.

Hartley, R. E. and others. Understanding Children's Play. Columbia University Press. 1952.

Scott, L. B. Rhymes for Fingers and Flannel Boards. Webster Publishing Company. 1960.

EVALUATION

PHYSICAL DEVELOPMENT: LARGE MOTOR SKILLS

The tester is concerned with the student's ability or inability to perform adequately certain large motor skills according to his degree of physical maturity. Therefore, clues, hints and demonstrations on the part of the tester would be in order, especially for the non-English speaking student. Test Procedure: "____(Name)____, I want you to ___(roll your head around and around)." Indicate responses as follows: +(performed task satisfactorily); - (did not perform task correctly) on the test sheet.

		Fall	Winter	Spring
1.	Rock forward and backward (child is in sitting position			
2.	Roll your head around and around			
3.	Roll yourself from side to side (child is in lying position on floor			
4.	Sit Indian style			
5.	Rock from side to side (child is in sitting position)			
6.	Make some deep knee bends			
7.	Touch your toes			
8.	Jump up and down on both feet			
9.	Jump on alternate feet (jump on one, then the other)			
10.	Gallop around the chair			
11.	Skip around the chair			
12.	Run around the chair			
13.	Crawl around the chair			
14.	Hop around the chair			
15.	Take a step to the right			
16.	Take a step to the left			
17.	Stand in heel, toe position (one foot directly in front of the other one)			
18.	Clap to the rhythm of the music			
19.	Bounce in one place on the jump board (to test balance while jumping)			

20.	March around the room in time with the music (to test rhythm)		
21.	Walk across the balance beam (on widest part)		
22.	Walk across the balance beam (on narrow part)		
23.	Do one complete somersault		
24.	Navigates obstacle course (tester should arrange some course as chairs, cots, boxes, etc. to crawl up, through, under, and around)		

EVALUATION

PHYSICAL DEVELOPMENT: FINE MOTOR SKILLS

1.	Unbotton your shirt button		
2.	Untie the large knot		
3.	Close your eyes and touch your nose with your finger		
4.	Hang from the bar with both hands		
5.	String the beads (in the box) on this thread		
6.	Buckle and unbuckle the belt		
7.	Snap and unsnap a snap		
8.	Zip up a zipper and unzip		
9.	Hook and unhook a hook		
10.	Fold a piece of square paper in half and in fourths		
11.	Throw the ball and direct the child to catch it (repeat once if child misses on the first throw)		
12.	Bounce the ball		
13.	Tie one of your shoelaces		
14.	Cut a piece of paper with scissors		
15.	Put pegs in a pegboard		
16.	Climb up the ladder		

HEALTH AND SAFETY PROGRAM

DEFINITION: The health of the child is an important concern of the preschool program. It should internalize healthful living as exhibited in: knowledge of his own body, and how to keep well and safe; an awareness of his own emotions, feelings; an understanding of his own personality traits; and healthful relationships with his own peer group and adults.

MAIN OBJECTIVES

1. To provide daily learning situations that will promote healthful attitudes, personal hygiene, etc.
2. To develop an awareness of personal responsibility for safety in home, school, street and play
3. To assist in the prevention of illnesses, detection of defects and abnormalities and the correction of
4. To provide a warm and friendly atmosphere with which the child will be secure in learning to cope with his own and the group's successes and failures.

SECONDARY OBJECTIVES

1. To develop an understanding of personal hygiene
2. To develop an awareness of emotions and feelings
3. To develop individual differences and potentials
4. To develop a positive self-image and self-confidence
5. To develop an awareness of safety in the home, school and traffic safety

METHODS

1. Personal Hygiene

a. Develop habits of cleanliness
b. Body awareness - human likenesses and differences
c. Know and can identify external parts
d. Develop an awareness of height and weight
e. Develop an understanding and need for rest
    1) Rest period at school
    2) Sleeping hours at home
f. Develop an awareness of the common communicable diseases
    1) Common cold
        a) Precautions to take to avoid colds and flu
        b) Care of colds and flu
    2) Develop knowledge regarding chickenpox, mumps, measles, ringworm
    3) Develop understanding of reasons for immunizations
g. Develop healthful eating habits
    1) General knowledge of food
        a) How and what food is necessary and helpful
        b) Food when it can be harmful
            (1) Too much of one kind - sweets, starches
            (2) Spoiled food
h. Develop good dental health care
    1) Teeth checked regularly
    2) Defects cared for early
    3) Practice and habit formed in brushing of teeth
    4) Develop positive attitudes toward the dentist
i. Develop an understanding of weather in terms of proper dress

2. Safety

a. Home safety
    1) Prevention of accidents that can occur in the home
        a) Use and misuse of matches
        b) Use and misuse of fire
        c) Care of Christmas trees and lights
        d) Care of electrical cords
        e) Awareness of poisons in home
    2) Develop an awareness of police and fire stations in case of emergency
b. School safety
    1) Develop good habits of behavior in the classroom that will enable them to meet daily situations with as little danger as possible
    2) Awareness of safe ways in using school equipment - indoors; outdoors
    3) Develop healthy attitudes toward fire drills
    4) If a swimming program exists - an understanding and knowledge of safety rules regarding swimming

c. Traffic safety
    1) Develop a clear understanding of bus regulations
        a) Crossing the street
        b) Depart or enter bus when at a complete halt
        c) General conduct while on the bus
    2) Develop a recognition and understanding of traffic signs
        a) Stop sign
        b) Traffic light
        c) Lines designated for pedestrians
d. Personal safety
    1) Develop a knowledge of names (first and last), address, and telephone number
    2) Develop personal safety in a cautious approach to strangers, accepting bribes, etc.

3. Mental Health

a. Develop an awareness of emotions
b. Develop awareness of feelings of others
c. Develop wholesome attitudes toward peer relationships
    1) Learn how to make friends
    2) Sportsmanship
    3) Sharing
    4) Acceptance of differences
d. Develop a positive attitude toward property
    1) Personal property and the care of
    2) Public property such as school and community and care of
    3) Property of others in the classroom
e. Develop ways of handling fears
f. Work to develop a positive self-image
g. Develop an acquaintance and positive attitude toward the principal and other members of the teaching staff

EVALUATION

To determine a child's progress in health, specifically in personal hygiene, safety and mental health the following evaluation could be and is an instrument in measuring progress. Keep in mind that this particular evaluation is based on teacher observation and judgment. The items included are in accordance with the objectives described in the health program.

EVALUATION

Personal Hygiene

1.	Child can identify external body parts	Yes	No
2.	Child exhibits habits of cleanliness	Yes	No
3.	Child knows that he weighs more and has grown at end of year	Yes	No
4.	Child practices precautions to avoid colds and flu	Yes	No
5.	Child practices good habits in care of cold	Yes	No
6.	Child can name foods that are good for him and bad for him	Yes	No
7.	Child can brush teeth to limit coordinations	Yes	No

Safety

1.	Knows use of matches	Yes	No
2.	Knows uses of fire	Yes	No
3.	Can identify poison symbol on household items	Yes	No
4.	Exhibits behavior in class that is safe for himself and others	Yes	No
5.	Uses school equipment safely	Yes	No
6.	Exhibits appropriate behavior during fire drills	Yes	No
7.	Exhibits safe behavior during swimming program	Yes	No
8.	Practices bus safety regulations	Yes	No
9.	Obeys traffic signs	Yes	No
10.	Knows name, address, phone	Yes	No
11.	Can list reasons why he should not talk to strangers	Yes	No

Mental Health

1.	Can identify emotions as exhibited in facial expressions	Yes	No
2.	Has successfully made friends	Yes	No
3.	Exhibits good sportsmanship	Yes	No
4.	Shares toys, equipment, materials, without instruction from teacher	Yes	No
5.	Accepts differences in others	Yes	No
6.	Takes good care of his personal property	Yes	No
7.	Respects and takes care of school property	Yes	No
8.	Respects property of others in classroom	Yes	No
9.	Begins to handle own fears successfully	Yes	No
10.	Exhibits empathy with other children's feelings	Yes	No
11.	Can identify various school personnel, i.e. principal, librarian, etc.	Yes	No

RESOURCE MATERIALS

Practical Project Units for Kindergarten - FOX
T. S. Denison and Co., Inc.
321 - 5th Ave., S.
Minneapolis, Minnesota

Local sheriff officer who works in school for traffic safety part. Also safety at school.

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MUSIC PROGRAM

DEFINITION: A music program for preschool should furnish the child with a wide variety of musical experiences through which he can fully express and enjoy himself. It should include singing and games, playing on rhythm instruments and simple melody instruments, improvising free movements, creating verses and tunes, dancing and listening. It should help him to develop and express the moods and feelings of such music that is within the comprehension of preschool minds and emotions. Music makes an important contribution to growth because children respond physically, emotionally, and intellectually to music.

MAIN OBJECTIVES

1. To enjoy music for its own sake
2. To provide creative experience which can lead to increased development of self-expression, language skills, and physical coordination
3. To develop the ability to listen as a means of learning
4. To provide a variety of musical experiences such as dancing, rhythm and singing

SECONDARY OBJECTIVES

1. To discriminate between soft and loud, fast and slow, high and low; i.e., opposites
2. To develop an awareness of patterns and rhythms
3. To learn to cooperate with others in a purposeful way; to subordinate his wishes to group goals
4. To overcome fear and timidity among peers

5. To implement teaching of basic language concepts such as: big/little, over/under, in/out, etc.

6. To achieve a correlation, when possible, with other subject areas

7. To develop appreciation of cultural heritage through songs and dances

SUGGESTED ACTIVITIES AND MATERIALS

1. Singing

   a. Encourage and provide opportunity for children to use their singing voices
   b. Provide songs which reinforce correct language usage
   c. Present musical pattern for imitation by child (as Copy Cat: or echo - as sol, mi, "Mary")
   d. Songs should be selected to reinforce correct language usage; i.e., "Rabbit ain't got no tail at all" should not be used.

2. Tips

   a. Singing should be primarily for enjoyment
   b. Overuse of the piano, record player, or other accompaniment, is cautioned
   c. It is not necessary to be a good singer to enjoy singing
   d. Pitch songs high enough for children to match

3. Moving

   a. Response through free spontaneous movements
   b. Include pantomime, inpersonation, dramatization
   c. Singing games (see P.E. V,b)
   d. Dancing - fold dances, square dances, free or creative dances
   e. Body movements in time to rhythm (see P.E. V. g)

4. Listening

   a. Develop a foundation for response in mood of music
   b. Learn to identify familiar musical instruments
   c. Learn to identify musical sounds, pulse of music
   d. Establish familiarity with elements of music: melody, harmony, and rhythm

5. Playing Musical Instruments

   a. Use a variety of rhythm instruments to show different moods
   b. Identify difference between rhythm and melody instruments
   c. Provide musical expression (creative rhythmic expressiveness)
   d. Give children experience in rhythms (i.e., Copy Cat)

6. Creating

   a. Use of scarves, balloons, hoops, balls, and other visual aids to implement musical experience
   b. Provide creative experience in melody and verse
      1) Make up stanzas to songs
      2) Make up melodies

EVALUATION

Evaluation of the music program may be judged on the basis of teacher subjective observation. The observations should center around the following:

1. Does the child appear to enjoy musical activities?
2. Does the child express himself creatively?
3. Does the child show a response when listening to music?
4. Has the child been exposed to various musical experiences?
5. Does the child hear differences between soft and loud, fast and slow, high and low?
6. Does the child show development of rhythmic skill?
7. Does the child understand and follow directions?
8. Does the child participate successfully within the group?
9. Does the child seem confident in participating before his peers?
10. Does the child express through music, information acquired in other object areas?

RESOURCE MATERIALS

Books

Scrapbook of Songs, Elva S. Daniels (ed.), available from Instructor Curriculum Materials, Dansville, New York 14437. Price $3.50.

Rhythm Band Sing and Play, available from Instructor Curriculum Materials, Dansville, New York 14437. Price $3.50.

How To Teach Rhythms and Rhythm Bands, Kraivitz and Kerr. Available from Dick Blick, P.O. Box 1267, Galesburg, Illinois 61401. Price $1.50

The Clap, Snap and Tap Band, Vandre, available from Dick Blick, P.O. Box 1267, Galesburg, Illinois 61401. Price $3.98

Songs for the Nursery School, Mac Carteney, available from Dick Blick, P.O. Box 1267, Galesburg, Illinois 61401. Price $3.95.

Birchard Music Series: Volume K, Grentzer and Hood, 1959 (Records available): Volume I, Ernst, Grentzer, and Housewright, 1962 (Records available): Summy Birchard Publishing Company, Evanston, Illinois.

My Picture Book of Songs, Dalton, Ashton, and Young. M.A. Donohue and Company, Chicago, Illinois, 1947.

Making Music Your Own, Silver Burdett Company, Morristown, New Jersey, 1964.

Discovering Music Together, Early Childhood, $5.94; Records $6.96 each; Pictures $15.75; Follett Educational Corporation, 1010 W. Washington Boulevard, Chicago, Illinois 60607.

Records

This Is Music for Today, Volume K (Records available), Allyn and Bacon, Inc., Ralston Park, Belmont, California 94002, 1971.

Words and Movement and Musical Games, available from Instructor Curriculum Materials, Dansville, New York 14437. Price $4.95.

Fun While Learning to Sing (Records and Manual), available from Instructor Curriculum Materials, Dansville, New York 14437. Price $16.35.

Available from Childcraft Education Corporation, P.O. Box 94, Bayonne, New Jersey 07002.

Birds, Beasts, Bugs and Little Fishes, $4.15.

Call and Response - Ella Jenkins, $4.15.

The Way Out Record, $3.79.

Let's Play a Musical Game $1.89

Goofy's Dance Party, A Disneyland Record, 1959.

ARTS AND CRAFTS PROGRAM

DEFINITION: Art in the preschool curriculum provides the teachers with a tool for furthering the total development of the student. It enables the child to clarify and express creatively, ideas and responses; gain appreciation of himself; and provide tools for emotional and intellectual growth.

MAIN OBJECTIVES

1. To heighten his awareness and responsiveness to the rich environment around him
2. To provide an opportunity to learn how people think and feel differently about the same things
3. To build in him an air of self-confidence through successful experiences
4. To provide an opportunity for free expression
5. To expose the student to many kinds of materials

SECONDARY OBJECTIVES

1. To develop an awareness of size, shape, and colors
2. To develop in perceptual skills
3. To develop an understanding and respect for property
4. To develop a sense of cooperation and sharing
5. To experiment with different art media
6. To develop coordination by developing skills in manipulating art materials
7. To achieve a correlation, when possible, with other subject areas

8. To develop in language through sharing thoughts and feelings with the teacher and other children

SUGGESTED MATERIALS AND ACTIVITIES

1. Drawing - Provides an opportunity for a child to express himself freely. It should not be confined to pencils only. Medias suggested here as well as others you find helpful should be used.

   a. Crayons - This is often misused with young children since the quality of response is not as brilliant as paint. Encourage them to use a certain degree of pressure from the side, end and wedge of the crayons.

      1) Crayons washed with thin paint
      2) Crayons over newspaper and other textured paper

   b. Chalk - Comes in assorted colors and can be used by itself or with other medias.

   c. Finger Painting - can also be a form of drawing.

      1) Soap paint
      2) Sand paint

   d. Painting -

      1) Gadget painting - string, straw blowing, etc.
      2) Water colors

2. Clay - A media to develop free expression as well as fine motor coordination.

   a. Ceramic clay
   b. Modeling clay
   c. Salt dough

3. Other Art Activities

   a. Collage -
      paper, seeds, assorted scrap objects

b. Papier Mache -
piggy banks, pinatas, jewelry

c. Weaving -
construction paper, crepe paper, jersey loops

d. Simple wood construction

4. Art Appreciation Activities

a. A walk to observe and talk about beauty in nature. (Surroundings shapes, colors, sizes, etc.)
b. Collection of objects of various textures to touch, feel, see and talk about

5. Appropriate Materials

crayons
kindergarten chalk
felt tip pens
glue-paste
scissors
paper (construction-drawing)
tempera paint
brushes
containers

EVALUATION

In general, the child should become aware of his own environment. The following should assist the teacher in determining in general whether or not the child views his surroundings in terms of shapes, sizes, colors, and textures.

	Yes	No
1. The child show an awareness and responsiveness toward his surrounding environment		
2. The child respects ideas and feelings other than his own		
3. The child expresses his own feelings creatively and willingly through various art media		
4. The child shows development of perception with regard to size, shape, and color		
5. The child has sufficient motor coordination skill to successfully manipulate and enjoy art materials		
6. The child expresses through art, information acquired in other subject areas		

CHILD EVALUATION

This guide has concerned itself primarily with a child's academic needs. This does not mean, however, that social and emotional development is not intended to be an integral part of the program. Quite the contrary, how a child feels about himself and others, how he relates to others, his peers and teachers must be given serious attention.

As an aid to the teacher, the following check lists are included as suggested ways of determining a child's social and emotional development.

CHILD EVALUATION
(Social and Emotional Development)

Child's Name _____ Birthdate _____

Address _____ Phone _____

Father _____ Occupation _____

Mother _____ Occupation _____

Members of household _____

Family Doctor _____

General Physical Condition Poor _____ Fair _____ Good _____

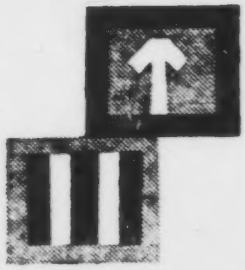
SOCIAL-EMOTIONAL DEVELOPMENT

Test Code: S (sometimes), A (always), N (never)	FALL	SPRING
I. Individuality within the Group		
1. Experiments freely and finds acceptable ways of living with others		
2. Moves within a group without contributing.		
a. Stands by		
b. Absorbs group activity-		
c. Is a floater		
3. Recognizes and accepts his emotional makeup.		
4. Adjusts readily to impact of group feeling.		
5. Originates and experiments with new techniques or situations		
6. Discovers new and different ways of interacting within a group.		
7. Uses special techniques typical of his age.		
II. Relationships with other Children		
1. Prefers to play alone (solitary play)		
2. Observes others		
3. Plays along side another child (parallel)		

	FALL	ING
4. Pre-associative play (makes contacts, but is ignored)		
5. Associative play (borrowing, lending, following, but each child does as he wishes)		
6. Willing to share and take turns.		
7. Definite attachments		
8. Has displayed leadership in group activities		
9. Takes on only the role of a follower		
10. Will work independently		
11. Needs to be near others to be confident		
III. Social Techniques		
1. Uses force to express his needs or wishes		
2. Gets around children by ruse or trickery		
3. Threatens		
4. Dominates		
5. Invites		
6. Cooperates		

	FALL	SPRING
IV. Social Reactions		
1. The child is passive		
2. The child is responsive		
3. He tends to be afraid		
4. He is defensive		
5. He is assertive		
6. He desires to hurt others		
7. He is over demanding		
8. The child shows kindness toward others		
9. He is sympathetic		
10. He is affectionate toward others		
11. He displays jealousy-		
V. Relationship with Adults		
1. Responds with friendliness		
2. Enjoys and is able to respond to and converse with adults		

	FALL	SPRING
3. Pulls away from adults		
4. Refuses to listen to either conversation or comment of adults		
5. Displays a negative attitude toward adults		
VI. Degree of Detachment		
1. Dependent for direction of interests		
2. Execessive clinging especially toward adults		
3. Needs approval for most or all tasks performed		
4. Needs constant praise, and reassurance		
5. Follows suggestions easily		
6. Is independent in his work		
7. Is outgoing in a group situation		
8. Is responsive to both his peers and adults		



Introduction to

MY CHILD

Name of child _____

Today's date _____
year month day

Date of birth _____
year month day

Name of person rating child _____

School _____

Section A

MY CHILD—

	Rarely	Often
1. Puts on and takes off his clothing.		
gloves		
coat, jacket, or sweater		
boots		
2. Fastens his clothing.		
zippers		
buttons		
ties shoelaces or bows		
3. Drinks without spilling.		
from a cup		
from a glass		
4. Fills a glass without spilling.		
5. Feeds himself.		
with a spoon		
with a fork		
with a knife		

	Not Yet	Needs a Lot of Help	Needs a Little Help	Needs No Help
6. Washes his hands and face.				
7. Goes to the toilet by himself.				
8. Follows simple directions without being reminded.				

	Not Yet	Not Clearly	Clearly	Very Clearly
9. Tells what he wants or needs.				

Section B

MY CHILD—

	Not Yet	Occasionally	Often	Usually
1. Takes turns with other children.				
2. Asks permission before borrowing things.				
3. Takes good care of things he uses.				
4. Remembers rules of games he plays.				
5. Finishes a game even if he is losing.				

	Usually	Often	Occasionally	Seldom
6. Fights or cries when he doesn't get his way.				
7. Bullies other children.				
8. Is bullied by other children.				

Section C

MY CHILD—

	Not Yet	Just Beginning	Well	Very Well
1. Jumps.				
2. Skips.				
3. Hops on one foot.				
4. Goes up and down stairs.				
5. Colors pictures within lines.				
6. Builds with blocks.				
7. Works a puzzle.				

	Rarely	Often
8. Plays with a ball.		
throws it		
catches it		
bounces it		

Section D

MY CHILD—

	Not Yet	Just Beginning	Very Well
1. Tells time.			
2. Talks in sentences.			

	Not Yet	Few	Many
3. Tells colors of things.			
4. Says rhymes, sings songs.			
5. Names things when I point to them.			
coins			
clothing			
parts of body			
animals			
furniture			
letters of alphabet			
6. Counts.		_____ (to 10)	_____ (to 20)
7. Tells "how many."		_____ (to 5)	_____ (to 10)

Section E

MY CHILD—

	Not Available	Not Interested	Sometimes	Very Often
1. Looks at books.				
2. Likes to listen to the radio.				
phonograph.				
television.				

	Not Available	Not Interested	Needs Help	Very Well
3. Uses paint.				
scissors.				
pencil and crayons.				
clay.				
paste or glue.				
4. Plays on a jungle gym or monkey bars.				
swing.				
slide.				

	Never Been Taken	Doesn't Remember	Remembers Slightly	Remembers Very Well
5. Remembers riding a horse or pony.				
in a bus.				
in a train.				
in an airplane.				
in a boat.				
6. Remembers going to a supermarket.				
department store.				
restaurant.				
zoo.				
museum.				
concert.				
7. Remembers taking a long trip.				

Section F

Mark every space that tells about your child.

MY CHILD—

1. Is used to playing
   - alone. _____
   - with a few children. _____
   - with many children. _____
2. Likes to play with children who are
   - younger. _____
   - same age. _____
   - older. _____
3. Will have gone to nursery school or day camp before kindergarten. _____
4. Can tell who he is.
   - first name _____
   - last name _____
   - address _____
   - telephone _____
5. Can print his first name. _____
6. Can read
   - words. _____
   - stories. _____
7. Is often frightened. _____
8. Seems to have a lot of accidents. _____
   - He gets hurt often. _____
   - His friends get hurt often. _____
9. Wets his pants during the day. _____
10. Has a physical condition that the teacher should know about.
    Please Explain:

_____

_____

_____

_____

_____

Notes to my Child's Teacher

Please tell us anything else that would be helpful in planning your child's program.

SOCIAL STUDIES - CULTURE

DEFINITION: Social Studies enhances a knowledge and appreciation of our national heritage and way of life because it investigates all segments of society--family, school, community, state, nation, and the world. Respect for, and a growing understanding and appreciation of, the similarities and differences between people and their cultural background should be an integral part of the program. Not only can social values be learned and become meaningful, but a child can learn citizenship through democratic living with his peers.

MAIN OBJECTIVES

1. To build foundations for learning social studies.
2. To develop the child's understanding of group living from home to school to the community.
3. To help the child relate his school activities to home and community situations.
4. To arouse the child's curiosity about people, places, and things both near and far away.
5. To inspire in children a respect for their country and pride in being an American.
6. To increase the child's awareness of the need to follow rules and regulations for the benefit of the group.
7. To respect the dignity, rights, opinions, and feelings of every human being.
8. To develop a favorable self-concept which enables the child to feel that his contributions to society are significant.
9. Development of a knowledge and appreciation of the child's own cultural heritage (Mexican-American, Russian, American Indian, etc.).

SECONDARY OBJECTIVES

1. To provide opportunities for developing respect and care for personal and public property.

2. To provide opportunities for problem solving as situations arise within the child's environment.
3. To provide an opportunity to broaden a child's basic concepts in the following areas:

   a. seasons and holidays
   b. transportation
   c. home-family
   d. school
   e. community helper
   f. current events
   g. cultures of people
   h. American heritage
   i. communication
   j. community environment
      1) rural
      2) city
      3) farming
      4) local industry

METHODS OF OPERATION

1. Seasons and Holidays

   These events provide an opportunity to teach children concepts regarding our country, its history, and the people who contributed to it with important events and holidays.

   a. Halloween
   b. Thanksgiving
   c. Christmas
   d. Easter
   e. President's Day
   f. Memorial Day
   g. Mother's Day
   h. children's birthdays

2. Transportation

   A study of transportation can provide the child with a knowledge of travel, the vehicles of travel, the uses of such vehicles (delivery, transportation, etc.). Although children may know most parts of autos and trucks, relearning may be in order so that children whose native language is not English may have the opportunity to learn such vocabulary. Emphasize all modes of transportation--including ships and barges, as well as planes, cars, trains, and trucks.

3. Home-Family

   The child learns to perceive the world around him within the home environment.

a. The child can learn his home address.
b. The child can learn his telephone number.
c. The child should know the members of his family.
    1) relationship with family members
    2) changes within the family
    3) family names
d. The child can learn the kinds of shelters.
    1) types of homes, apartments, rooming houses
    2) rooms and their uses
e. The child can learn the role of his parents.

4. School

The child understands and learns to live in his world as it relates to school.

a. physical setup
    1) classroom, building, playground
    2) care and respect of classroom, building, playground
    3) care and respect of materials, supplies and equipment found in the room, building, on the playground
    4) respect for rights and property of others
    5) parks and playgrounds are public recreational facilities
b. Rules and regulations are necessary for the benefit of the group.
c. School is made up of people to provide services--teachers, secretaries, cooks, custodians, bus drivers, school nurses, aides, patrol, etc.
d. Class is made up of children, each of whom is an individual.

5. Community Workers

a. those who serve
    1) grocer
    2) doctor
    3) dentist
    4) shopkeeper
    5) milkman
    6) mailman

6. Current Events

To teach the child an awareness of what happens in their environment.

a. home events
b. school events
c. community events

7. Cultures of People

Although people come from different places and have different backgrounds, they are more alike than they are different. The environment

he lives in greatly influences the child's opportunities for growth and development and influences, too, his thoughts, values, and actions. In spite of differences, we depend on people in other countries who grow or manufacture things we need, so what happens to others in the world is important to us in the United States.

8. American Heritage

To provide an awareness of our history in relation to important persons and events.

a. respect for the flag, Pledge of Allegiance and its meaning, patriotic songs
b. awareness of President of the United States and his role
c. awareness of famous people and heroes
d. Our country has grown in many ways and has been influenced by different ethnic groups.

9. Communications

To learn that through various media we are able to learn more about our world; to keep close contact with people near and far.

a. telephone
b. letters; notes to and from school
c. television and radio
d. newspapers and magazines

10. Communities

Our world is made up of different communities and each has its own unique characteristics.

a. Rural Community
    1) workers
    2) local products they make and grow
    3) machinery they use
b. City Community
    1) workers
    2) products they make
    3) machinery they use
c. Farming Community
    1) different kinds of farms
        a) poultry farms
        b) sheep farms
        c) fruit farms
        d) dairy farms
        e) crop farms
    2) workers
    3) animals
    4) local products

11. Vocabulary

family	aunt	mail truck
parents	grandparents	motorcycle
children	bat	post office
mail	devil	radio
druggist	fairy	television
patrol	goblin	siren
house	scarecrow	smoke
trailer	skeleton	stewardess
supermarket	witch	tank
department store	angels	ticket
bakery	corals	traffic
money	gold	calf
save	ornaments	colt
park	silver	barn
playground	baggage	creamery
farm	banks	flour
milk	fire chief	goat
corn	fire engine	hen
fruit	fire plug	hoe
vegetables	conductor	harrow
wheat	ladder	disk
stop signs	plum	lamb
garbageman	candle	machines
pasture	presents	orchard
traffic lights	gifts	berries
uncle	mailbox	matches

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MEXICAN-AMERICAN HISTORY

Historical Background

One of the most common questions concerning curriculum changes for minority students is: "Why do they need special materials? Why can't they adapt to the society like everyone else?" After all, the children with German names don't demand inclusion of German cultural studies. And neither do the Irish or the Poles.

The sometimes difficult question to answer is: "Why do some groups maintain much of their culture as a minority while others do not?"

In the case of the Mexican-American, a valid explanation can be found, but it takes a look backward to find it.

The following points attempt to trace some of the reason history has permitted, and in some cases compelled, the Mexican culture to remain intact even while tremendous forces were acting to change it.

1. Settlement Pattern

   In the arid Southwest, the Spanish tended to settle in cluster-like holdings which over the years became concentrated strongholds for the maintenance of a culture. The arid climate and the religious nature of many settlements were important factors in this pattern.

2. Treaty of Guadalupe Hidalgo

   In 1843, after the war with Mexico, the Southwest became a possession of the United States. At this time all inhabitants who did not move out within a year's time automatically became citizens of the United States. Although full rights as citizens were theoretically guaranteed, no provision was made for the integration of the Spanish-speaking people into the dominant society.

3. Psychological Ties to the Southwest

   The Mexicans were in the Southwest first. They were annexed by conquest, not by choice. The fact that the border moved--and they didn't--did not lessen their tie to the land. The European immigrants, by crossing the atlantic, made a severe transition from the familiar to the foreign, both physically and psychologically. In contrast, the Mexicans made no such transition.

4. No Natural Boundaries

There have been no natural boundaries between the two countries. Even the Rio Grande, which serves as a boundary on a map, does not separate, but tends to draw people together in such an arid area.

5. No Established Local Self-Government

At the time of the conquest of the Southwest, there was almost no local self-government, and a large majority of the inhabitants could not read or write. This allowed a rather easy domination by the newcomers, as well as causing them to form an extremely negative opinion of the conquered Mexicans. This superior attitude on the part of the Anglos, of course, caused problems of adjustment between the two cultures.

6. Indians Retarded Exposure

Many of the Southwest tribes were quite hostile toward both Mexican and Anglo invaders. Such tribes as the Apaches, Navajos, Utes, and Commanches tended to form a buffer zone between the Southwest and the more eastern areas of the United States until the 1890's.

7. Physical Violence

Violence along the border between 1908-1925, especially in Texas and California, caused Mexicans and Anglos to build up great prejudice against one another to the extent that at times mobility between the group was almost nonexistent.

8. Economic Boom Coincides With Mexican Domestic Turmoil

The economic boom of the first 30 years of this century created such a need for physical labor that for all practical purposes the border was open to Mexicans. Beginning in 1910, domestic turmoil in Mexico, coinciding with the need for labor in the United States, caused an invasion of the borderlands by more than a million Mexicans.

9. Dead-end Employment

Employment of Mexicans has traditionally been offered in concentrated regions and in limited types of jobs, thereby lessening adaptability and hence, acculturation. They have been employed as a group (such as in agricultural labor, mining, and the railroad) and not as individuals. Employers of Mexican labor have consistently pursued a policy of isolating Mexicans as a means of holding them to certain limited categories of work.

10. Folk Culture

Most early Mexican immigrants have come to the United States from a folk culture. This type of society is usually small, isolated, nonliterate,

and quite homogeneous. There are strong ties to the group and little outside communication. Members of this type of society are not prepared for a rapid transition to a society that tends to go against their own values.

11. Language Difference

The language handicap has, of course, been great. But this difficulty is emphasized by the fact that most immigrants were illiterate in Spanish. The difficulties to learn to read and write in English, as well as speak it, were almost insurmountable.

12. Religious Conflict

In some areas of the Southwest, especially in strong Protestant areas such as Texas, the Mexican's religion caused handicaps.

13. Barrio Formation

The formation of the Mexican barrio tends to alienate Mexicans and reinforce Mexican customs within the Mexican group.

14. Proximity to Mexico

The proximity to Mexico and the ease with which the border is crossed has served as a reinforcer of Mexican culture, both in actual exposure to the culture as well as presenting a psychological nearness of the Mexican culture.

15. Geographical Unity of Borderlands

Mexico is not France or Italy or Poland. It is geographically a part of the Southwest. On each side of the border, there is a great concentration of people. Essentially the people are one, just as many of the border cities are one, even when the names are different on opposite sides of the border.

16. Bracero and Green Card Programs

The program to use imported labor (the Bracero program) continuing between 1942-64, proved important again as a cultural reinforcement as thousands of workers each year found their way to the United States. Mexicans under the Green Card program continue this influence.

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Cultural Background

Sometimes it is necessary for teachers to be sensitive to existing cultural differences among their students to discover better teaching techniques for effectively teaching minority groups.

The following outline of Mexican cultural traits does not necessarily reflect the lifestyle of every Mexican-American child, but will give teachers some ideas of the religious, social, and cultural heritage which most Mexican-Americans have.

1. The Family

   The Mexican-American family is considered a patriarchial society. The closely knit family structure consists of parents and their offspring, with bonds extending over more than one generation; frequently, other relatives are included.

   Beyond the immediate family, there exists an institution known as "Compadrazgo" or godparenthood. The original function of this form of extended family was to provide the godchild with moral and religious instruction.

2. The Church

   Although the Mexican-Americans belong to different churches, most are predominantly Catholic.

   The Catholic religion, as well as folkways, is the core of the Mexican-American life cycle.

   a. Children are usually named after the saint on whose day they are born. (Nicknames are frequently used.)

   b. After 40 days the child is baptized. The godparents buy the baby a baptismal dress to wear at the ceremony. The parents provide a supper or meal after the baptism.

   c. First Communion (godparents)

      First communion is another sacrament of the Catholic Church. Again, the child is taken to the ceremony by a godfather or godmother. The godparent ususally buys the child a missal and rosary. A breakfast will generally follow the ceremony.

d. Confirmation is from the ages of a few months to 10 years. (new godfathers)

Confirmation - one of the sacraments of the Catholic Church that is performed by the Bishop. The child is taken by a godparent to the ceremony. A girl is taken by a godmother and a boy by a godfather. Some kind of reception is held afterward.

e. Coming Out Party - "Quinciañera"

(Madrinas y damas)
de anillo, medalla, velo esclava

At fifteen the young women are presented to society by the parents, sending out announcements of a solemn Mass in their daughter's honor, followed by a dance.

The "Quinciañera" chooses one or more godmothers. These may be a godmother who buys her a ring, a necklace, a bracelet, or the veil. She also has 15 maids of honor and their escorts.

f. Marriage

1) Asking for the hand

(la commission)

The husband to be will ask his parents or someone in the community who knows both parties to go to the bride's home and ask the permission and approval of the marriage.

2) Boda (wedding)

(Padrinos) (Fiesta)

The groom is responsible for the cost of the bride's attire and other expenses he is able to afford. The parents of the bride will usually take care of the reception.

Again, godparents are chosen for this ceremony. The godparents may number from two to six. They will furnish a rosary and missal, the pillows, the "Lazo," the dance, or the bride's bouquet.

g. Death - Wake or Velorio is followed by a Novena (Madrinas and Padrinos)

Most Catholics will follow the wake by a Novena, which is prayers at the house of the deceased or in church for nine days.

3. Ceremonial Calendar

Some of the following Mexican fiestas and holidays are still carried on by the Mexican-American community.

January 6	Dia de los Santo Reyes (Day of the 3 Kings) In Mexico, on the eve of January 5, the children place their shoes outside of their rooms to find them the next morning surrounded with gifts.
January 17	St. Anthony's Day Animals decorated with ribbons are taken to church to be blessed. Mostly celebrated in Mexico.
Lent	Starts on Ash Wednesday of the Catholic calendar. It is a time of prayer and penance prior to Easter. In Mexico it is also a time of the most astounding and interesting ceremonies such as the enacting of all the events that took place which led to the Crucifixion of Jesus Christ. Typical food for this season consists of beans, nopalitos, dry shrimp paddies, and capirotada (bread pudding). The Saturday before Easter Sunday comes the burning of the Judas. Figures representing Judas, the traitor, are strung with fire crackers. After all have admired the papier-mache effigies which come in forms of politicians, skeletons, wrestlers, devils, a torch is touched to Judas. Some beliefs: a. Holy Week - Sudas (in Mexico) b. Good Friday - No bathing or washing clothes c. Sabado de Gloria - Pulling hair or stretching
March 21	Anniversary of Benito Juarez Birthday (President of Mexico during the French intervention)
May 3	Day of the Holy Cross (the construction worker's and miner's holiday is an important fiesta for Mexicans).
May 5	A national holiday commemorating the battle of Puebla where the Mexican army defeated the invading French.

June 17 — Corpus Christi

A religious feast day dedicated to the Holy Eucharist.

It is tradition in most cities and towns in Mexico to take an offering of flowers and fruits to church. Usually, this is done by small children who are dressed up in Indian costumes and china poblana ensembles. The typical figure for the day is a little straw mule which carries miniature crates containing miniature mazapan fruit or clay dishes. (Michoacan - mock markets)

September 15-16 — Independence Day

On the night of the 15th, all Mexico yells to declare Independence. This yell has been going on for 161 years, ever since the first yell launched a revolution against Spanish colonial government and won Mexico her freedom.

November 1-2 — Dead Men's Day

It's a common belief in Mexico that on the night of All Saints and All Souls, the dead come back to pay a social and family call.

On the last night of October, you set a table in the form of an altar. This altar is for children and so you put, along with staples like sweet bread and baked pumpkin, toys such as sugar bones that rattle, fun-real processions that move gaily, etc. In the morning, the live children have their party with whatever the "little dead ones" have left.

On All Saints Eve, the next night, the altar-table is set for adult ghosts--a good substantial supper which later makes a fine feast for the members of the family still alive.

December 12 — Patroness of the Americas, the very Indian looking Virgin of Guadalupe is as much a part of Mexico as she is also for the Mexican-American in the United States. (Las Mananitas)

December 16-24 Las Posadas

From the 16th through the 24th, there are parties or re-enactments of the medieval carol-singers' custom of "asking for lodging," which depicts the journey of Mary and Joseph to Bethlehem and their search for lodging.

December 23 Night of the Radishes

(State of Oaxaca) Stalls are bedecked with grotesque and humorous men and animals fashioned from radishes all weird and laughable.

December 24 Christmas Eve is celebrated with a late supper and "Misa de Gallo," or midnight Mass.

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Activities

When the Spanish ambassadors of Cortez first visited the court of the Aztec emperor Montezuma in 1519, they were greeted with lavish gifts of precious metals and banquets of exquisite concoctions new to them. Who is to say whether the Spaniards lusted more for the gold or the good dinners of that land which is now Mexico?

Historians may weigh the pros and cons of their conquest, but epicurians know the results were favorable. The food of Mexico today--a blend of Indian, Spanish, and other acquisitive or peaceful cultures--preserves the virtues of all.

The Indians, both Mayan and Aztec, cultivated corn, beans, and chiles hundreds of years before the Spanish came. Many familiar dishes, such as Tamales, were being made then.

The Spaniards were naturally intrigued by the many foods grown by the Aztecs, who were highly advanced in horticulture. Among these were foods now important to the modern world--tomatoes, avacados, sweet and white potatoes, peanuts, squash, pineapple, papayas, and vanilla. A few kinds of beans and chiles were already known in the Orient, and broad beans were grown in the Mediterranean area, but those in Mexico were all new to the Spanish.

The ships that returned to Europe were laden with seeds and cuttings, which flourished in various climates. Some of the foods were quickly accepted and others, such as the tomato, were resisted as poisonous for a time. But now all these things are grown throughout the world.

Another strange food which particularly attracted the Spanish was mixed with water to make a beverage--chocolate. Cocoa had special significance to the Aztecs. The beans were used as currency. The drink had royal and religious status--only men of high rank were allowed to sip it. Chocolate became popular throughout Europe after the Spanish discovered that sugar made the bitter Aztec potion much more palatable and delicious.

Staffs of Life

Although many foods and ways of preparing them have been introduced over the centuries, the corn, beans, and chiles grown by the Aztecs are still the staffs of Mexican life.

Corn was so important to the Indians that they built temples and held festivals to honor Centeoto, goddess of earth and maize. Today most Mexicans are as dependent on corn as Orientals are on rice. The fresh grain is used in a

variety of dishes. Ground dried corn (masa) is the basis for breads, numerous prepared dishes, and a beverage, Atole. Even the husks are used as wrappers for Tamales.

Beans may be served in some form at every meal. A bubbling pot of them is omnipresent in the Mexican kitchen. They are served where potatoes would be served in the United States. Mashed as refried beans (Frijoles Refritos), they not only are served as a starchy accompaniment, but also are treated as a sauce, to fill or top many dishes.

In the bustling open-air markets so prevalent even in a modern Mexico, fresh produce is heaped high in a mad, colorful, aromatic array.

Many fruits, vegetables, and herbs are familiar to American tourists. Among the well-known vegetables may be tiny orange carrots, spinach, chard, lettuce, beets, artichokes, celery, watercress, parsley, and both sweet and white potatoes. Recognizable fruits are oranges, grapefruit, tangerines, pomegranates, and limes, which are used much more than lemons.

Tortilla Making

When the ancient Mexicans invented tortillas--their flat, round, unleavened bread--they invented the most versatile bread of all, a bread that can be stacked, rolled, folded, torn, cut, and crumbled; a bread that tastes good soft and hot, crisply fried, or toasted; a bread that can be shaped with the hands and easily baked on an improvised griddle over any source of heat, that keeps well, and that can be reheated later.

What they invented even substitutes for eating utensils when used as a scoop, or replaces a plate when laid in the palm of the hand and filled with food.

The tortilla is a food born out of the necessities of primitive people. The first ones were made of the native corn, dried to keep until the next crop came in. The kernels were simmered in water with lime until partially soft (this is called mixtamal), then laboriously ground by hand on a stone mortar called a metate. The moist meal, called masa, was patted into a thin pancake and baked on a comal (a clay griddle).

When the Spaniards introduced wheat flour, cooks quickly turned that into tortillas, too, although they did not become as widely used and now are more a specialty of the northern part of the country.

The corn tortilla made most places in modern Mexico is little different from that the Mexican Indians made hundreds of years ago. A few sophisticated cooks may add refinements which work small improvements in certain dishes. However, in the market places, bread is still made the old way. There you

will see women working huge white mounds of masa, which oozes excess liquid, until the dough has just the right feel. Then they slap and pat it into cakes and bake them on the spot.

The slap-slap sounds of many tortilla-makers at work and the heady scent of cooking corn are sensual experiences of the real Mexico which many visitors long remember.

HOW TO MAKE TORTILLAS

Corn Tortillas
(Tortilla de Maiz)

2 cups Masa Harina (dehydrated masa flour)
1-1/3 cups warm water

Mix masa flour with warm water until dough holds together well. (Do not substitute regular corn meal for Maza Harina.) Using both hands, shape dough into a smooth ball. Divide dough into 12 equal-sized pieces, then roll each into a ball.

Tortilla Press Method of Shaping

Place a square of waxed paper on bottom of tortilla press; place 1 ball of dough on the paper, slightly off center toward the edge farthest from the handle. Flatten it slightly with the palm of your hand. Cover with a second square of waxed paper. Lower top half of press (being careful not to wrinkle the paper), and press down firmly on lever until the tortilla measures about 6 inches in diameter. Stack paper-covered dough and cook according to following instructions.

Rolling Pin Method of Shaping

Use two cloths which have been dipped in water and wrung dry. Flatten with light, even strokes until the cake is about 6 inches in diameter. Carefully pull back cloths, trim tortilla to a round shape if necessary, and sandwich it between two squares of waxed paper. Roll out all the dough balls similarly. Cook according to instructions.

Cooking Instructions

Peel off top piece of waxed paper carefully. Invert the tortilla, paper side up, onto a preheated, ungreased, medium-hot griddle or into a heavy frying pan over medium-high heat. As the tortilla becomes warm, you will be able to peel off the remaining paper.

Bake, turning frequently, until the tortilla looks dry and is lightly flecked with brown specks (it should be soft), 1-1/2 to 2 minutes.

Serve tortillas immediately while still warm, or cool and wrap airtight. Store airtight packages in refrigerator or freezer. To serve, reheat or fry by method described later. Makes one dozen, 6-inch tortillas.

Flour Tortillas
(Tortillas de Harina)

2 cups unsifted flour
1 teaspoon salt
1 teaspoon baking powder
1/4 cup lard
1/2 cup lukewarm water

Put flour in mixing bowl, sprinkle with salt and baking powder, stir to mix. With pastry blender or two knives, cut in lard until particles are fine. Add water gradually; toss with a fork to make a stiff dough. Form into a ball and knead thoroughly until smooth and flecked with air bubbles on a lightly floured board.

At this point you can grease the surface of the dough, cover tightly and refrigerate for as long as 24 hours before using. If you do this, the dough will be easier to handle. Let the dough return to room temperature before you being to roll it out. Divide the dough into 8 balls for large, thin tortillas, or 11 balls for regular-sized, 7-inch tortillas. For large, thin tortillas, roll as thin as possible on a lightly floured board. (Or stretch and pat with floured hands until thin.) For regular-sized tortillas, roll between sheets of waxed paper to 8-inch diameter, adding more flour as needed, and trimming ragged edges. Tortillas will shrink to 7 inches when cooked.

Drop onto a very hot ungreased griddle. Bake until freckled on one side (about 20 seconds). Lift edges with spatula, turn, and bake on second side.

To serve at once, fold hot, limp tortilla around pieces of butter. To cool tortillas, wrap airtight, and refrigerate or freeze. To serve later, reheat or fry by methods described later.

<u>To Preheat and Soften Corn or Flour Tortillas on an Ungreased Surface</u>

Fresh tortillas are already soft in a sense, but when heated they become even more tender and flexible. If tortillas are dry and a little hard, dip your hand in water and rub it lightly onto surfaces of the bread before heating. Be sure not to heat them longer than necessary to soften and warm thoroughly, or they will become hard and brittle.

Place tortillas so they do not overlap on a medium-hot griddle or in a heavy frying pan over medium-high heat. Turn frequently until soft and hot, about 30 seconds.

Put immediately into a tightly covered dish, or put into a foil packet and seal it, and hold in a 200-degree oven until all tortillas are heated.

To Soften Corn or Flour Tortillas by Frying

Heat about 1/4 inch of salad oil, shortening, or lard in a frying pan over medium-high heat. Quickly turn one or two tortillas at a time in oil; they soften almost immediately. Do not allow them to become crisp. Drain on paper towels.

To Crisp-Fry Whole Corn or Flour Tortillas

Heat 1 inch of salad oil, shortening, or lard in a frying pan to 350-375 degrees. Fry one tortilla at a time, using a spatula to turn frequently or to hold it under the fat until it crisps, puffs slightly, and browns slightly (about 1 minute or less). Drain on paper towels.

To Crisp-Fry Corn Tortilla Chips (Called Tostadas or Tostaditas)

Cut tortilla into pie-shaped wedges (4ths, 6ths, or 8ths). Heat about one inch of salad oil at a time, turning occasionally, until crisp and lightly browned, about 1 minute or less. Drain on paper towels; sprinkle lightly with salt, if desired. Store airtight.

Tostadas

4 whole corn tortillas, crisp-fried
3/4 - 1 cup hot refried beans
1/2 cup shredded jack cheese
1/2 to 3/4 cup shredded or thinly sliced chicken, turkey, pork, or ground beef (cooked with onion and enchilada sauce added)
1 - 2 cups shedded lettuce
Avocado slices or Guacamole
Red Chile Sauce

For each tostado, spread a fried tortilla with 3-4 tablespoons hot refried beans; sprinkle with about 2 tablespoons cheese, cover with about 2 to 3 tablespoons meat, top with about 1/4 to 1/2 cup shredded lettuce, and garnish with avacado slices or 3 tablespoons Guacamole. Serve with sauce.

Chilaquiles

6 corn tortillas
3 tablespoons salad oil or butter
1/2 cup diced onion
1/4 cup chopped canned California green chiles
1/2 teaspoon salt
6 eggs
1 cup shredded jack cheese or medium-sharp Cheddar cheese
Red Chile Sauce

Cut the tortillas into strips about 3/8-inch wide. Fry over medium heat in hot salad oil or butter, stirring until crisp. Add the diced onion, chopped chiles, salt, and eggs, and mix well. Cook stirring, until eggs are partially set. Sprinkle with shredded cheese and continue cooking, stirring, until eggs are cooked as you like. Top each serving with sauce. Serves 4.

The casserole dishes of varying ingredients called Chilaquiles are leftover specials, designed to use up tortillas that are not fresh enough for other purposes. The tortillas are cut into strips or torn into small pieces and fried in oil until crisp. The pieces are combined with many kinds of foods and stir-cooked or baked.

Of course, at this point the fried tortillas are no longer crisp, but they have acquired a firm, meaty quality something like chicken. Because it offers the satisfaction of meat with mere scraps of leftover bread, Chilaquiles is sometimes called "Poor Man's Dish."

Enchiladas

Basic Steps

Frying the Tortillas - Dip each tortilla into medium-hot, shallow or deep fat. (Salad oil or shortening can be used, but Mexicans believe that lard gives the best results.) Fry over medium heat just a few seconds, until it begins to blister and becomes limp--do not fry until firm or crisp. Remove with tongs or a pancake turner.

Saucing the Tortillas - As soon as you take the tortilla out of the hot fat, dip it into the heated sauce your recipe specifies. A cake pan just larger than the tortilla is ideal for holding sauce.

Filling and shaping the Enchiladas - Lay the sauce dipped out on a board or pan. Spoon the required amount of filling, warm or cold, in the center.

Enchiladas may be made in three forms. For rolled ones, turn the tortilla over the filling, roll, and place with the flap pointing down in a baking pan or on a heatproof serving plate. Pour additional sauce over the panful of Enchiladas, enough to make a shallow layer of sauce in the bottom of the pan and to moisten the tortillas so they will not dry out in the cooking process.

For the folded kind, just turn the tortilla over the filling to make a half-moon shape and arrange neatly, slightly overlapping. Also pour additional sauce over these.

To make a "stack," spread the filling evenly over each tortilla and stack them in layers, spooning additional sauce between and on top of each layer. (When you serve, cut the stack into wedges.)

Chicken Enchiladas

Cheese is the filling for the tortillas; chicken legs are simmered in a chile sauce until tender, and served on top. If you wish, you can cook the chicken ahead and refrigerate it in the sauce.

6-8 whole broiler-fryer chicken legs and thighs
salt
2 tablespoons salad oil
1 small finely chopped onion
10-ounce can Mexican red chile sauce
1/4 cup water
12 corn tortillas
oil for frying tortillas
3/4 cup grated Romano cheese
2 cups shredded jack cheese
whole radishes, cucumber slices, and lime wedges for garnish

Sprinkle chicken pieces lightly with salt. Heat 2 tablespoons oil in a wide frying pan over medium-high heat and brown chicken well on all sides. Add onion, red chile sauce, and water, stirring to blend. Cover pan and simmer gently for about 30 minutes, or until the chicken is tender. (Chicken and sauce may be refrigerated at this point.) Remove chicken from sauce and keep warm.

Fry tortillas in oil and dip into heated sauce (in which chicken was cooked) according to Basic Enchilada Steps. Stack tortillas as you go (they tear easily).

Mix Romano and jack cheese; spoon 2 generous tablespoons of cheese down center of each tortilla and fold in half over filling. Arrange Enchiladas, overlapping, on a heatproof serving platter or baking dish and place chicken along side or on top. Spoon on remaining chicken sauce and sprinkle with balance of the cheese. Bake uncovered in a 350-degree oven for 15 minutes to heat through. Garnish if desired.

Rolled Beef Enchiladas

16 corn tortillas
oil for frying tortillas
about 2-1/2 cups Mexican red chile sauce
3 cups ground beef filling (ground beef cooked in onion and simmered for 10 minutes in Enchilada sauce)
3/4 cup chopped onion
1-1/2 cups shredded sharp Cheddar cheese
2 cups sour cream

Fry tortillas in oil and dip into heated sauce according to Basic Enchilada Steps.

Spoon about 3 tablespoons ground beef filling down the center of each tortilla, and sprinkle with about 2 teaspoons onion. Roll tortilla around filling and place, flap side down, in an ungreased shallow casserole. Place filled Enchiladas side by side.

Pour enough sauce over the Enchiladas to moisten entire surface of the casserole. Sprinkle with cheese. Bake uncovered in a 350-degree oven for 15-20 minutes, or just until hot throughout. Serve with chilled sour cream as a topping.

TWELFTH NIGHT PARTY
For 12 People

Twelfth Night, or the Day of the Three Kings, January 6, is when Mexican children traditionally put out their shoes to receive Christmas gifts from the passing Magi. You may want to adapt some of the customs observed on this holiday for Christmas celebrations.

One of the most charming Twelfth Night customs has to do with the Three Kings Bread, a fruit-studded yeast bread traditionally served on this day. A tiny doll or a large, dry lima bean is baked into Three Kings Bread, and whoever finds it in his piece is king or queen for the evening. However, he also has the responsibility of giving another party for everyone present; to avoid doing so, recipients of the "prize" have been known to swallow it. To assure a party in the future, use a doll or lima bean too large to be gulped down. The party is given on February 2, a religious holiday called El Dia de la Candelaria.

Three Kings Bread
(Rosca de los Reyes)

2 packages yeast, active, dry, or compressed
1 cup warm water (lukewarm for compressed yeast)
5 cups unsifted regular all-purpose flour
1/4 cup instant non-fat dry milk
1 cup (1/2 lb.) soft butter or margarine
1/2 cup sugar
1 teaspoon salt
3 eggs
butter
1/2 cup each raisins and chopped walnuts
1/4 cup chopped candied cherries
1 tablespoon each grated orange and lemon peel
3 tablespoons light or whipping cream
2 cups sifted powdered sugar
1/2 teaspoon vanilla
Candied fruits and nuts for garnish

Dissolve yeast in warm water. Add 1-1/4 cups unsifted flour and the dry milk; beat well with a wooden spoon, 2 to 3 minutes. Cover and leave in a warm place about 30 minutes.

Meanwhile, in a separate bowl, cream the butter or margarine with the sugar and salt. Beat in the eggs, one at a time, add to first mixture; beat again about 3 minutes. Gradually stir in 3-3/4 cups unsifted flour.

Turn out dough on a lightly floured board and knead until smooth and elastic (about 8 minutes); place in a buttered bowl. Turn once to bring the buttered side up; cover and allow to rise in a warm place until nearly doubled in bulk, about 1-1/2 hours.

Combine raisins, walnuts, candied cherries, orange and lemon peel. Pat dough out to about a 10-inch round on a floured board, top with the fruit-nut mixture, and fold up edges of dough and knead in the fruit and nuts until evenly distributed.

Divide dough in half; form each half into a long roll (about 20 inches); join ends of each roll to form the rings and place each on a greased baking sheet. Cover and allow to rise about 30 minutes. Cool baked loaves; cut out a small triangle from the top of one and insert a tiny doll (see note following); replace wedge.

Glaze with a mixture of the cream, powdered sugar, and vanilla. Decorate with "jewels" of candied fruits and nuts, left whole or sliced attractively. Makes 2 ring-shaped loaves.

Note: In Mexico a tiny china doll is usually baked right in the loaf. However, you may have trouble finding a china doll small enough and have to settle for a plastic one which would, of course, melt during the baking. Therefore, the preceding method of inserting the doll is recommended. The sugar glaze will completely disguise where you have hidden it.

A lima bean may be baked in the loaf, but it could be hazardous to the teeth of whoever might bite into it. The doll is the safer choice.

Bunuelos are also a traditional Christmas time sweet. In Oaxaca, they are featured in a curious celebration. All year long vendors save cracked or irregular pottery. On Christmas Eve they gather in the city square and sell Bunuelos, served on the pottery. Customers eat the pastries on the spot, then break the dishes much as people in other countries delight in smashing wine glasses on special occasions. By midnight the square is heaped with broken crockery.

In general, these crisp pastries are sugar-glazed and eaten as a mid-afternoon sweet.

Fried Sweet Puffs
Bunuelos

3-1/3 cups regular all-purpose flour
1 teaspoon salt
1 teaspoon baking powder
1-1/2 tablespoons sugar

1/4 cup (1/8 lb.) butter or margarine
2 eggs
1/2 cup milk
Salad oil for deep frying
Sugar or glazed coatings

Sift flour, measure, then sift again with salt, baking powder, and sugar in a bowl. Add butter and rub into flour with your fingertips until mixture is like coarse meal. Beat eggs lightly with milk, then pour into flour mixture and stir until dough forms a solid mass. Turn dough out onto board, and knead lightly for 2 minutes, or until smooth. Cut dough into balls the size of marbles and let stand 15 minutes.

Roll each ball on a lightly floured board into a very thin pancake 4 inches in diameter. Cut a hole in center with a thimble. After you roll out the circles of dough, place them in a layer on waxed paper until you are ready to cook.

Fry in hot deep fat (375°) until puffed and golden brown, about 30 seconds on each side. Drain on paper towels. Use one or both of the following coatings. Makes 6 dozen.

Sugar-coated Bunuelos - Mix 1 cup granulated sugar and 1 teaspoon cinnamon in a paper bag. Reheat Bunuelos in a 250-degree oven for 5 minutes, then shake gently, one at a time, in bag to coat with cinnamon-sugar mixture.

Along with your Three Kings Bread and Bunuelos, you might like to add an assortment of fresh fruit and cheeses. Hot cider is an excellent complement to the celebration.

A custom which might be incorporated into your party is the breaking of a pinata. These are gaily colored, thin-walled caly pots, which are filled with candy and toys. The pinata is hung from a beam or tree branch so that blindfolded children can take turns swinging at it with a stick. When it finally breaks, the contents spill to the ground and the children rush to gather them up. Pinatas can be purchased in import stores.

Mexican Songs

EL HUMO
(Melodiá--My Bonnie Lies Over the Ocean)

El humo de mi chimenea
muy claro y lejos se ve.
El viento soplando lo llevo
en nubes se hace la -e -e -e -e.

PESCADITO
(Melodiá--My Darling Clementine)

Pescadito, pescadito
en el agua subes tu.
Si yo juego contigo
al bajar escribe -u -u -u.

¿DONDE ESTA?
(Música: Brother John)

¿Dónde está el _____?
¿Dónde está el _____?
¡Aquí estoy!
¡Aquí estoy!
¿Cómo está usted?
Muy bien, gracias.
Siéntese, siéntese.

HAPPY BIRTHDAY TO YOU

Feliz cumpleaños a usted.
Feliz cumpleaños a usted.
Feliz cumpleaños a (nombre).
Feliz cumpleaños a usted.

THE GOBLIN IN THE DARK
(Tune: Farmer in the Dell)

The goblin in the dark	El duende en lo obscuro
The goblin in the dark	El duende en lo obscuro
Hi ho or Halloween	Jai-jo en Halloween
The goblin in the dark.	El duende en lo obscuro.
The goblin takes a witch	El duende se lleva a una bruja
The goblin takes a witch	El duende se lleva a una bruja
Hi ho on Halloween	Jai-jo en Halloween
The goblin takes a witch.	El duende se lleva a una bruja.
The witch takes a cat	La bruja se lleva a un gato
The witch takes a cat	La bruja se lleva a un gato
Hi ho on Halloween	Jai-jo en Halloween
The witch takes a cat.	La bruja se lleva a un gato.
The cat takes a rat	El gato se lleva a un ratón
The cat takes a rat	El gato se lleva a un ratón
Hi ho on Halloween	Jai-jo en Halloween
The cat takes a rat.	El gato se lleva a un ratón.
The rat takes a bat	El ratón se lleva a un murciélago
The rat takes a bat	El ratón se lleva a un murciélago
Hi ho on Halloween	Jai-jo en Halloween
The rat takes a bat.	El ratón se lleva a un murciélago.
The bat takes a ghost	El murciélago se lleva a un fantasma
The bat takes a ghost	El murciélago se lleva a un fantasma
Hi ho on Halloween	Jai-jo en Halloween
The bat takes a ghost.	El murciélago se lleva a un fantasma.
The ghost says boo	El fantasma dice Bú
The ghost says boo	El fantasma dice Bú
Hi ho on Halloween	Jai-jo en Halloween
The ghost says boo.	El fantasma dice Bú.
They all screamed and screetched	Todos gritan y chillan
They all screamed and screetched	Todos gritan y chillan
Hi ho on Halloween	Jai-jo en Halloween
They all screamed and screetched.	Todos gritan y chillan.

--Contributed by: Alicia Rodriguez

CANTOS
(to the tune of "The Bear Went Over the Mountain")

Estos son mis zapatos, estos son mis zapatos, estos son mis zapatos, tra, la, la, la, la.	(señalar los zapatos)
Este es mi sombrero, este es mi sombrero, este es mi sombrero, tra, la, la, la, la.	(señalar los sombreros de papel)
Esta es mi faldita, esta es mi faldita, esta es mi faldita, tra, la, la, la, la.	(las niñas señalan las faldas)
Esta es mi blusa, etc.	(las niñas señalan las blusas)
Este es mi vestido, etc.	(las niñas señalan los vestidos)
Estos son pantalones, etc.	(los niñas señalan los pantalones)
Esta es mi camisa, etc.	(los niños señalan las camisas)
Estos son calcetines, etc.	(señalar los calcetines)

(versión musical de Graciela R. Niebuhr)

VOCABULARY SONG
(Tune: "Happy Birthday to You")

El ratón is a mouse;
El gato is a cat;
La casa is a house;
El sombrero is a hat.

El pollito is a chicken;
La gallina is a hen;
El lápiz is a pencil;
La pluma is a pen.

El perro is a dog;
La rana is a frog;
La pelota is a ball;
Happy birthday to you all.
(Felíz cumpleaños)

120

SPANISH CHRISTMAS SONGS

VENID, FIELES TODOS
(O Come All Ye Faithful)

Venid, fieles todos
A Belén marchemos,
Gozosos, triunfantes
Y llenos de amor.

Cristo ha nacido
Cristo el Rey Divino

Coro:
Venid, adoremos, venid adoremos,
Venid adoremos a nuestro Señor.

Venid fieles todos
En Belén veremos
Al niño divino, al Niño Jesús

Paz en la tierra,
Gloria en las alturas.

(Repitan el Coro.)

NOCHE DE PAS
(Silent Night)

Noche de paz, noche de amor,
Todo duerme en derredor
Entre los astros que esparcen su luz
Brilla anunciando al Niño Jesús,
Brilla la estrella de paz,
Brilla la estrella de paz.

Noche de paz, noche de amor,
Oye humilde el fiel pastor,
Coros celestes que anuncian salud
Gracia y glorias en gran plenitud
Por nuestro buen Redentor,
Por nuestro buen Redentor.

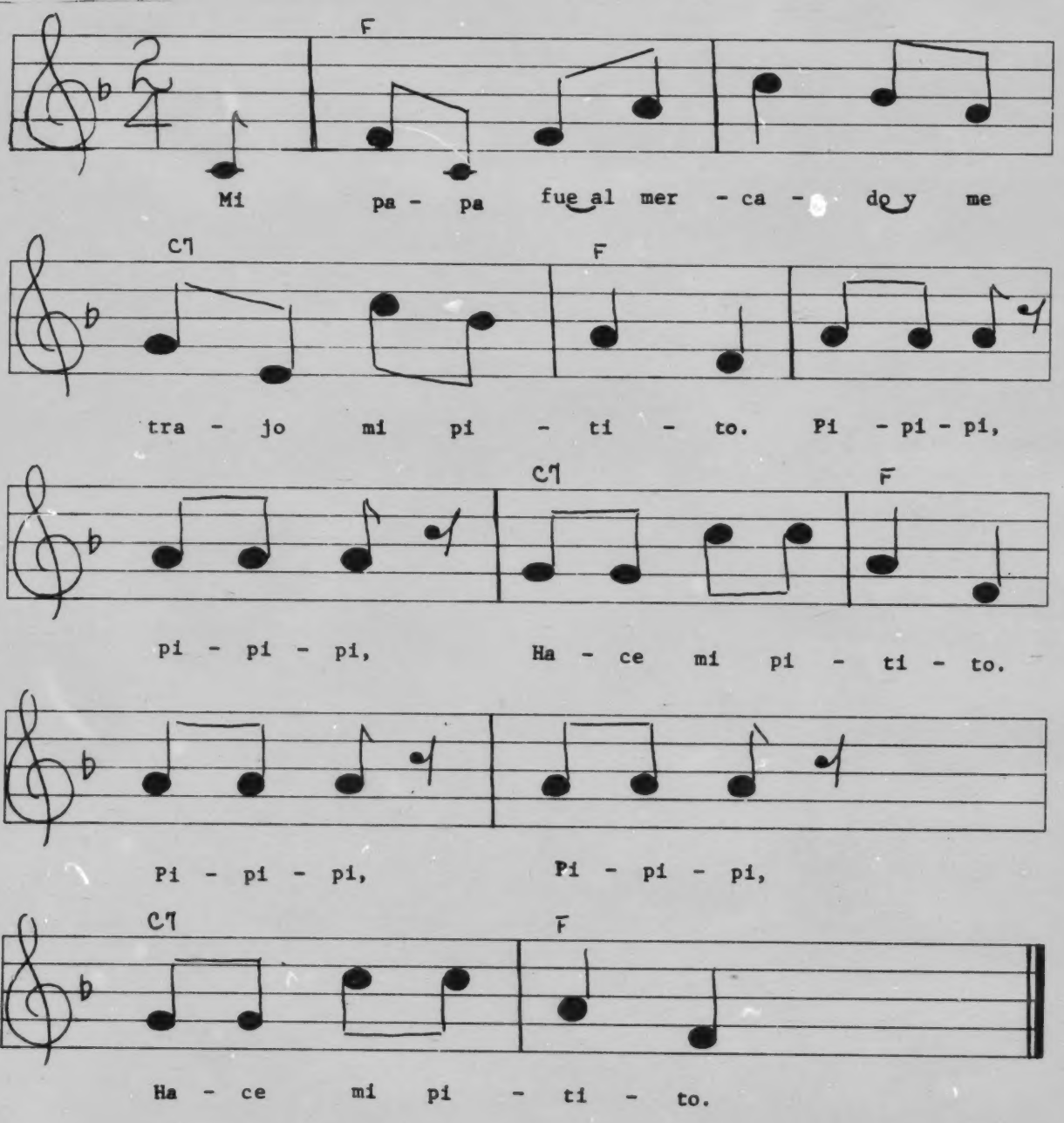
Noche de paz, noche de amor,
Ved que bello resplandor
Luce en el rostro del Niño Jesús
En el pesebre, del mundo la luz,
Astro de eterno fulgor,
Astro de eterno fulgor.

LOOBY LOU
(Song)

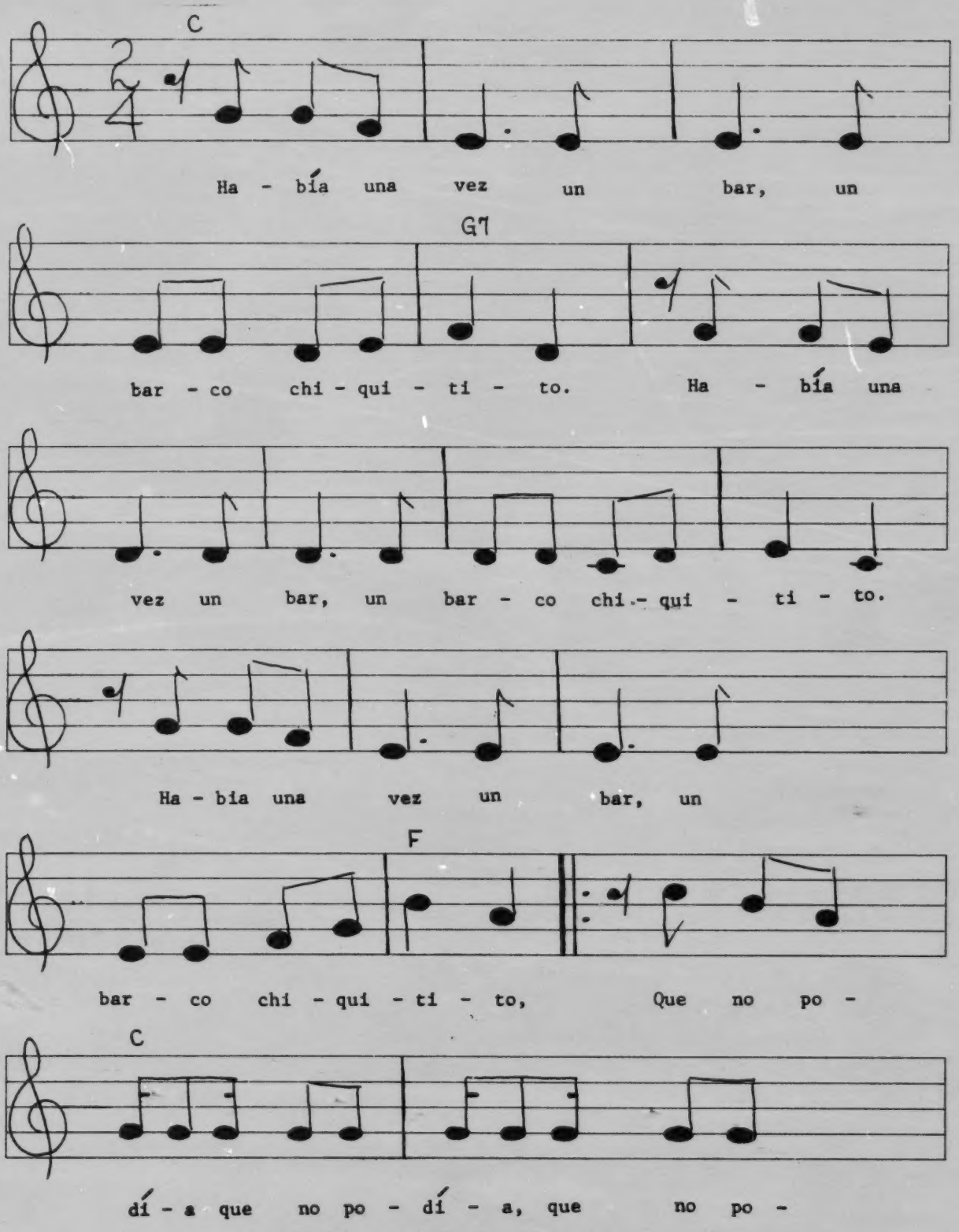
Let's play,	Vamos a jugar,
Let's play,	Vamos a jugar,
Let's play,	Vamos a jugar,
Let's play.	Vamos a jugar.
I stick my right hand in,	Meto la mano derecha,
I take my right hand out,	Saco la mano derecha,
I shake my hand like this, like this,	Sacudo la mano, asi, asi,
And turn myself around.	Y salto alrededor.
Let's play, etc.	Vamos a jugar, etc.
I stick my left hand in,	Meto la mano izquierda,
I take my left hand out,	Saco la mano izquierda,
I shake my hand like this, like this,	Sacudo la mano, asi, asi,
And turn myself around.	Y salto alrededor.
Let's play, etc.	Vamos a jugar, etc.
I stick my right foot in,	Meto el pie derecho,
I take my right foot out,	Saco el pie derecho,
I shake my foot like this, like this,	Sacudo el pie, asi, asi,
And turn myself around.	Y salto alrededor.
Let's play, etc.	Vamos a jugar, etc.
I stick my left foot in,	Meto el pie izquierdo,
I take my left foot out,	Saco el pie izquierdo,
I shake my foot like this, like this,	Sacudo el pie, asi, asi,
And turn myself around.	Y salto alrededor.
Let's play, etc.	Vamos a jugar, etc.
I stick my head in,	Meto la cabeza,
I take my head out,	Saco la cabeza,
I shake my head like this, like this,	Sacudo la cabeza, asi, asi,
And turn myself around.	Y salto alrededor.
Let's play, etc.	Vamos a jugar, etc.
I stick all my body in,	Meto todo el cuerpo,
I take all my body out.	Saco todo el cuerpo,
I shake my body like this, like this,	Sacudo el cuerpo, asi, asi,
And turn myself around.	Y salto alrededor.

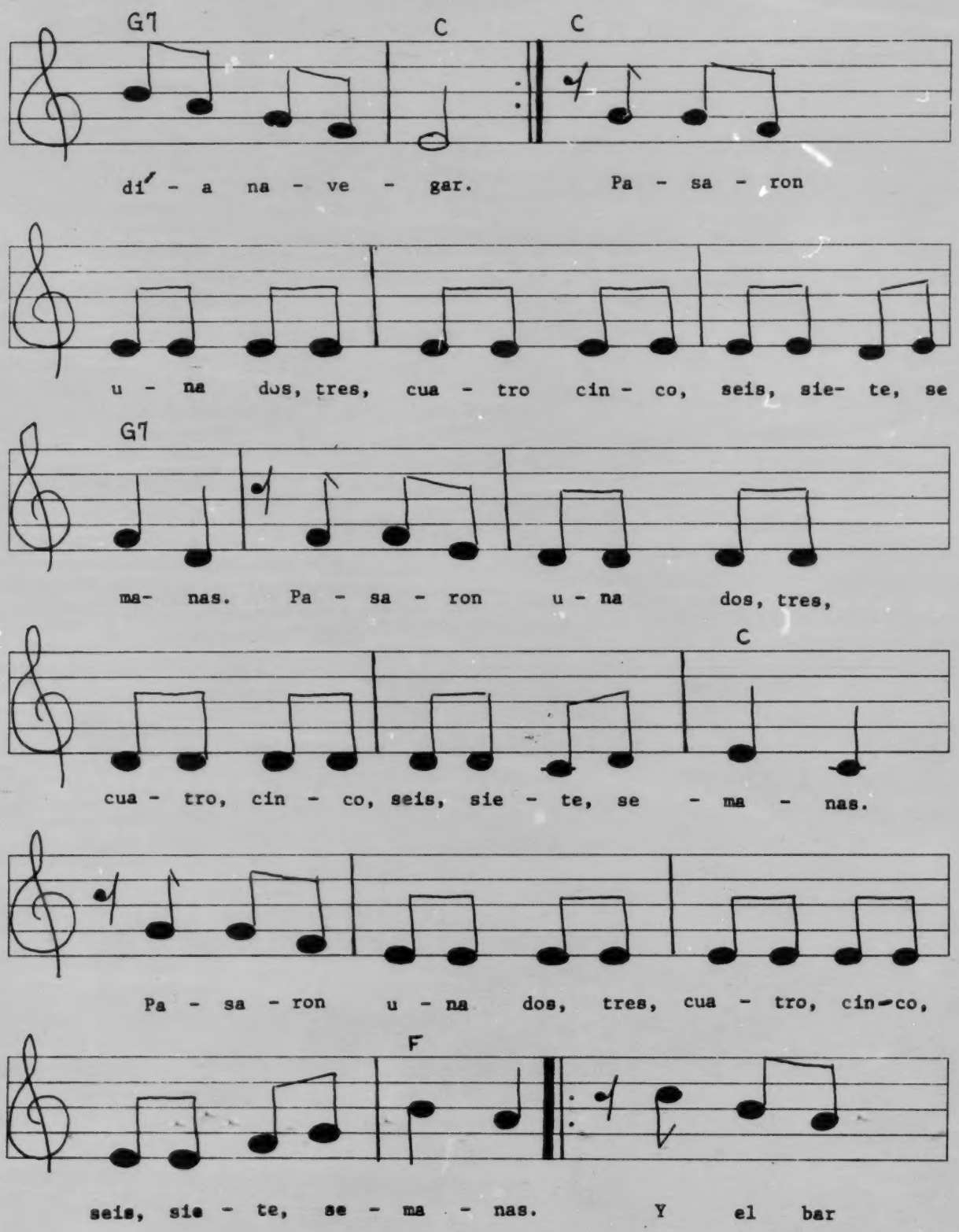
Let's play, etc.	Vamos a jugar, etc.
Other parts of the body may be included:	
I stick my nose in, etc.	Meto la nariz, etc.
I stick my right eye in, etc.	Meto el ojo derecho, etc.

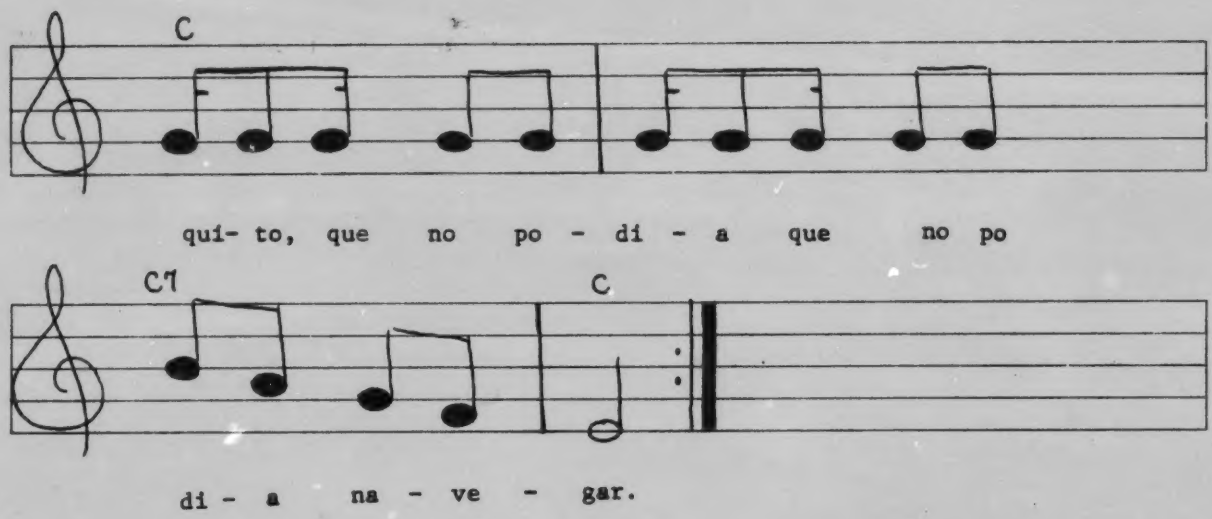
EL PITITO

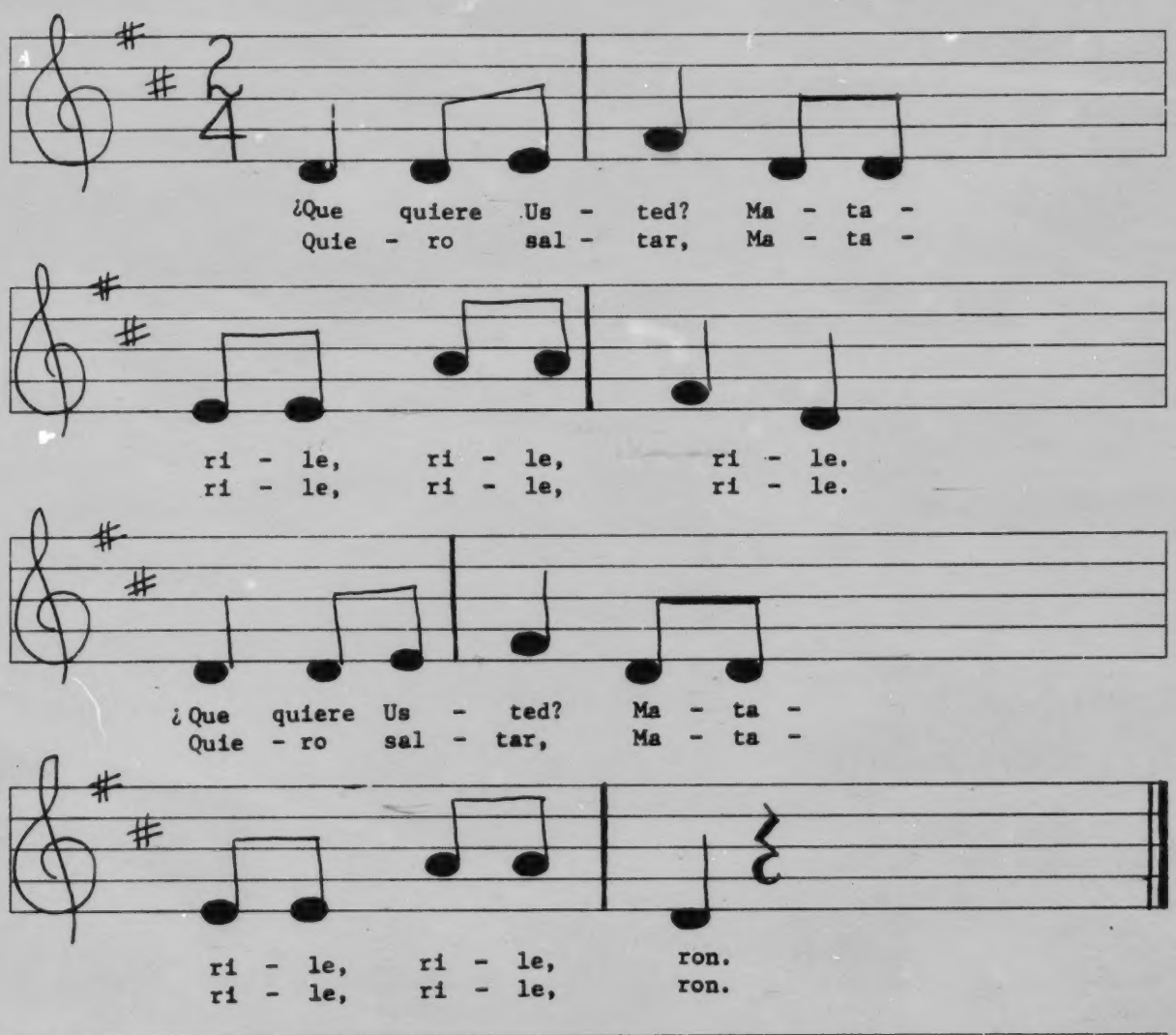

F
Mi pa - pa fue al mer - ca - do y me
C7
F
tra - jo mi pi - ti - to. Pi - pi - pi,
C7
F
pi - pi - pi, Ha - ce mi pi - ti - to.
Pi - pi - pi, Pi - pi - pi,
C7
F
Ha - ce mi pi - ti - to.

EL BARQUITO

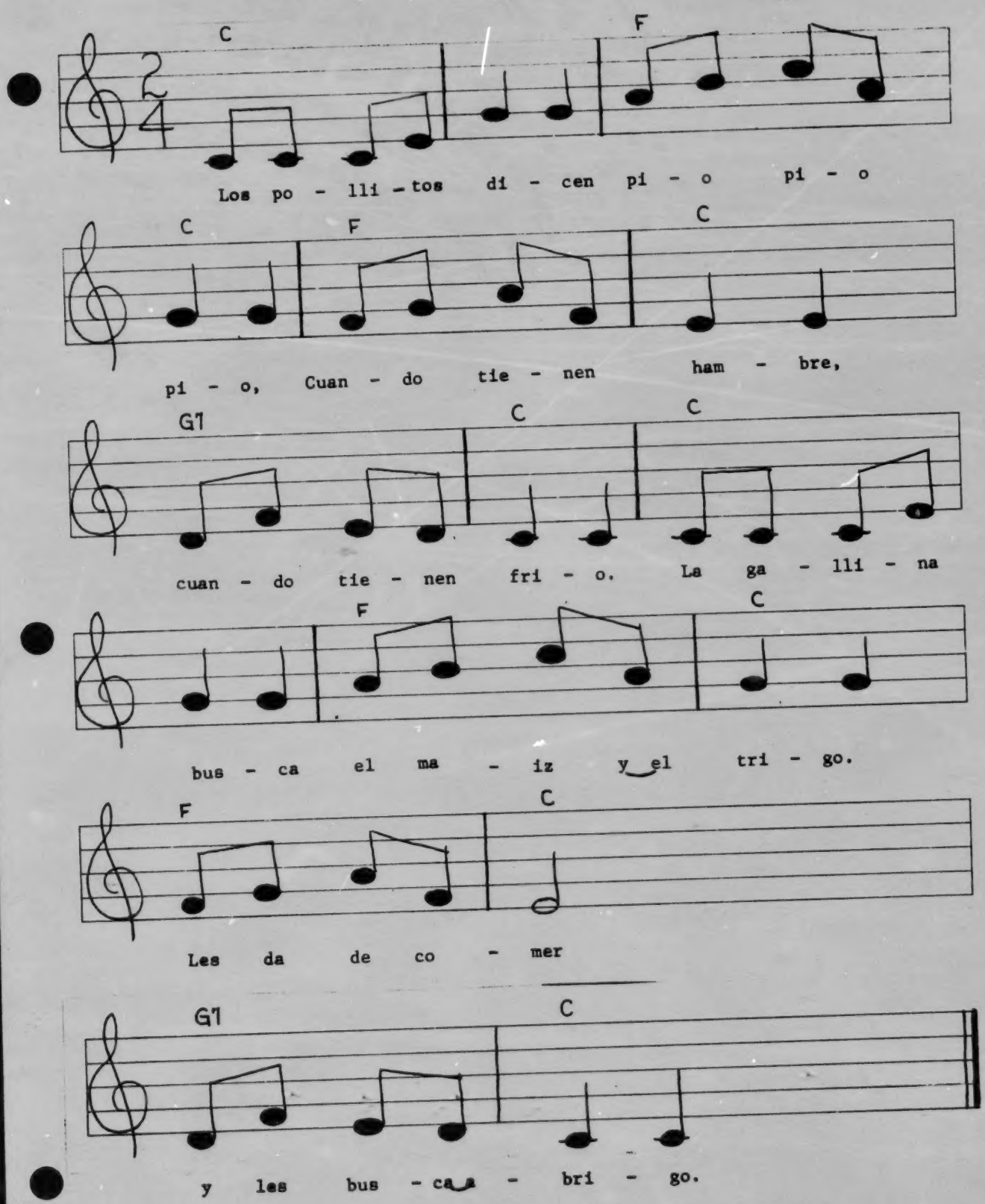

C
Ha - bía una vez un bar, un
G7
bar - co chi - qui - ti - to. Ha - bía una
vez un bar, un bar - co chi - qui - ti - to.
Ha - bia una vez un bar, un
F
bar - co chi - qui - ti - to, Que no po -
C
dí - a que no po - dí - a, que no po -


G7
C
C
di - a na - ve - gar. Pa - sa - ron
u - na dos, tres, cua - tro cin - co, seis, sie- te, se
G7
ma- nas. Pa - sa - ron u - na dos, tres,
C
cua - tro, cin - co, seis, sie - te, se - ma - nas.
Pa - sa - ron u - na dos, tres, cua - tro, cin-co,
F
seis, sie - te, se - ma - nas. Y el bar

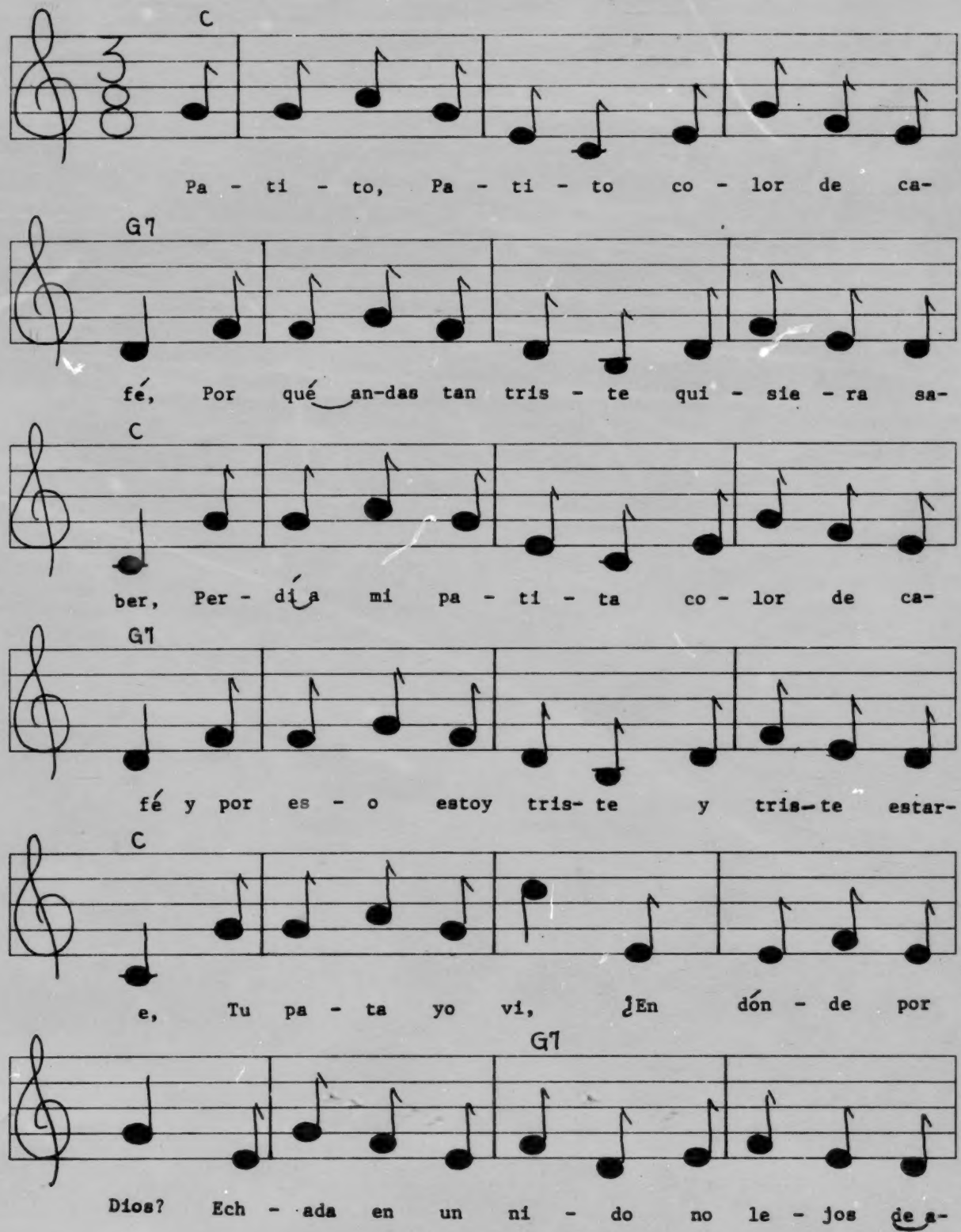

C
qui- to, que no po - di - a que no po
C7
C
di - a na - ve - gar.

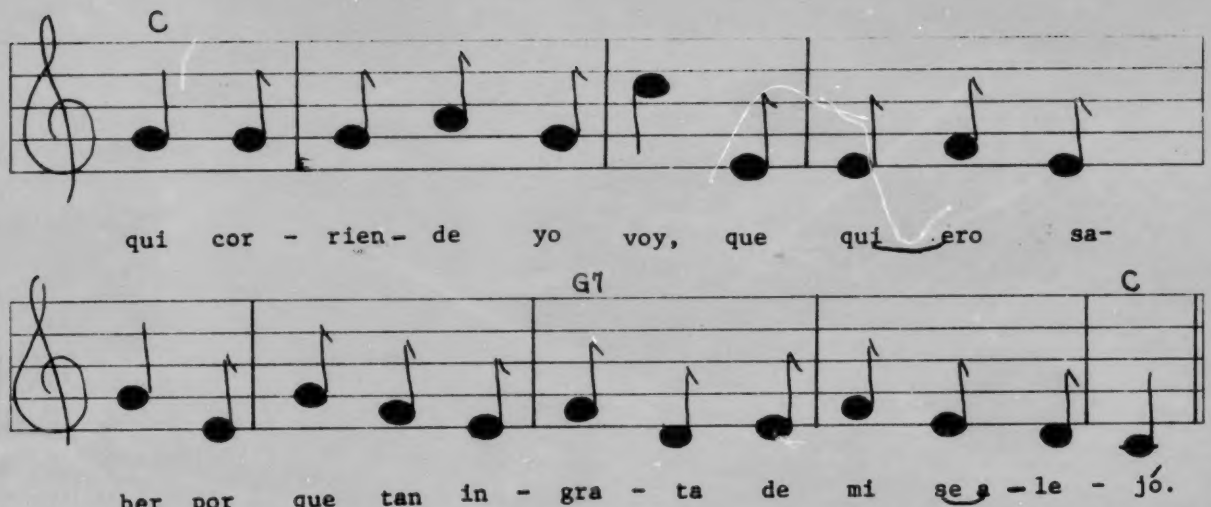
MATARILE

¿Que quiere Us - ted? Ma - ta -
Quie - ro sal - tar, Ma - ta -
ri - le, ri - le, ri - le.
ri - le, ri - le, ri - le.
¿Que quiere Us - ted? Ma - ta -
Quie - ro sal - tar, Ma - ta -
ri - le, ri - le, ron.
ri - le, ri - le, ron.

LOS POLLITOS


C
F
Los po - lli - tos di - cen pi - o pi - o
C
F
C
pi - o, Cuan - do tie - nen ham - bre,
G7
C
C
cuan - do tie - nen fri - o. La ga - lli - na
F
C
bus - ca el ma - iz y el tri - go.
F
C
Les da de co - mer
G7
C
y les bus - ca - bri - go.

PATITO PATITO


C
Pa - ti - to, Pa - ti - to co - lor de ca-
G7
fé, Por qué an-das tan tris - te qui - sie - ra sa-
C
ber, Per - dí a mi pa - ti - ta co - lor de ca-
G7
fé y por es - o estoy tris- te y tris-te estar-
C
e, Tu pa - ta yo vi, ¿En dón - de por
G7
Dios? Ech - ada en un ni - do no le - jos de a-


C
qui cor - rien - de yo voy, que qui ero sa-
G7
C
ber por que tan in - gra - ta de mi se a - le - jó.

Spanish Lyrics

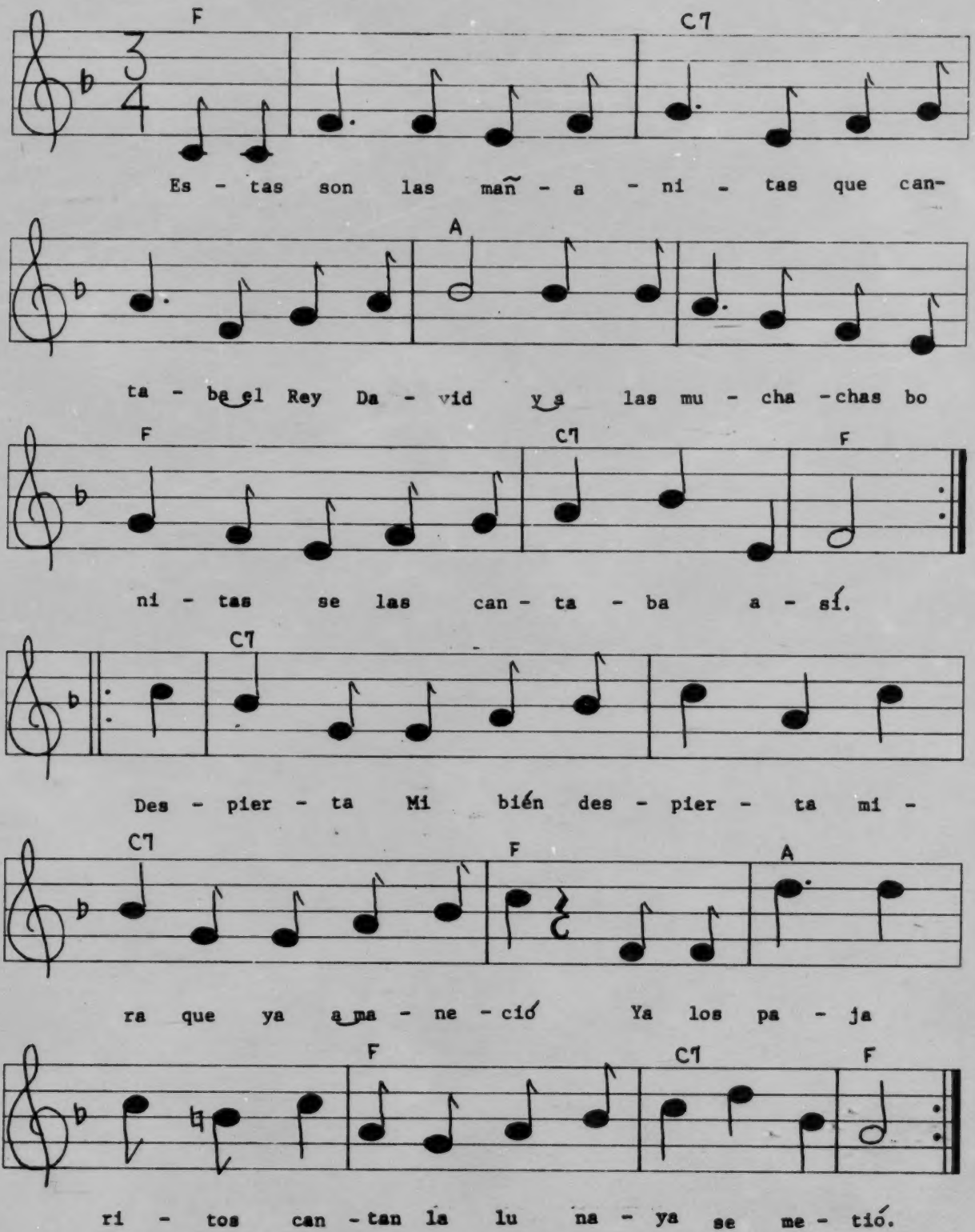
Patito patito color de café
Porque andas tan triste quisiera saber
Perdí a mi patita color de café
Y por eso estoy triste y triste estaré.

Tu pata yo vi, en dónde por Dios
Echada en un nido no lejos de aquí
Corriendo ya voy, que quiero saber
Porque tan ingrata de mi se alejó.

English translation (not lyrics)

Little duck, little brown duck
Why are you so sad, I should like to know
Duck answers: "I lost my little mate who is
Also brown and for this reason I am sad."

I saw your little brown duck
Oh where for goodness sake
She was sitting in a nest not too far from here
I'm going to run and see why she
was so ungrateful so as to run away from me.

LAS MANANITAS

F
C7
Es - tas son las mañ - a - ni - tas que can-
A
ta - ba el Rey Da - vid y a las mu - cha - chas bo
F
C7
F
ni - tas se las can - ta - ba a - sí.
C7
Des - pier - ta Mi bién des - pier - ta mi -
C7
F
A
ra que ya a ma - ne - ció Ya los pa - ja
F
C7
F
ri - tos can - tan la lu na - ya se me - tió.

Spanish Lyrics

Estas son las mañanitas que cantaba el Rey David
Y las muchachas bonitas se las contaba asi

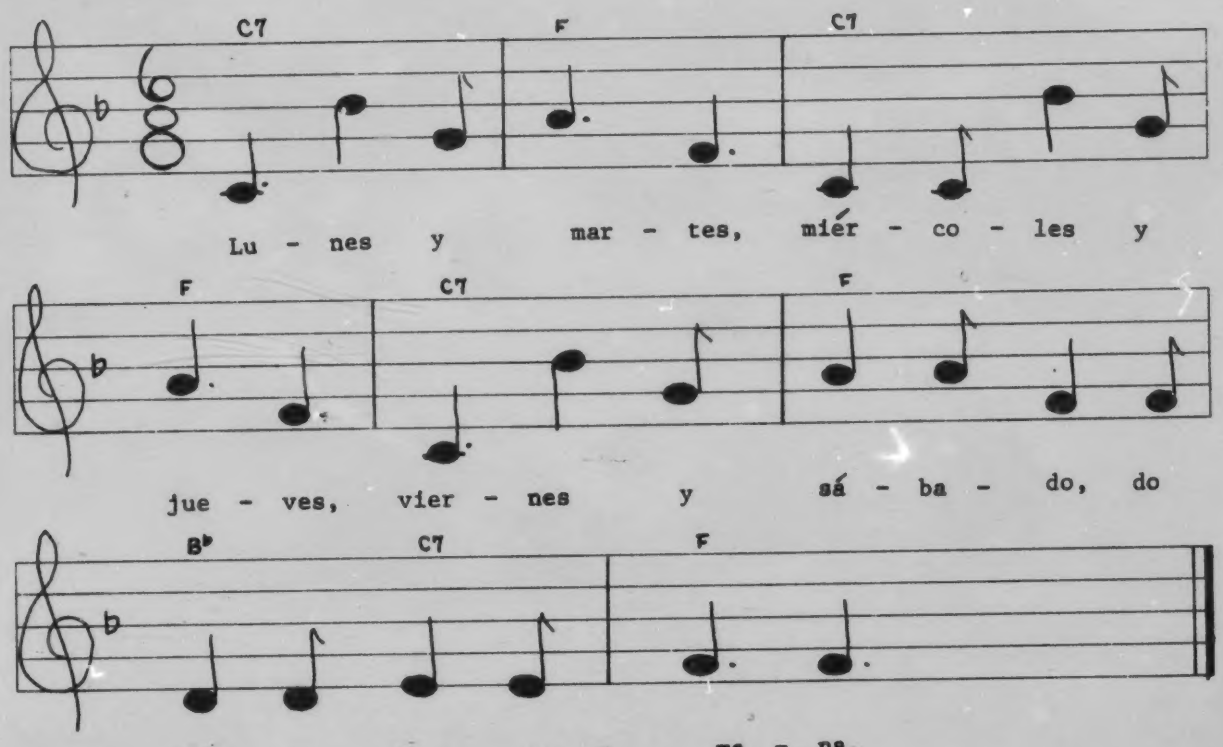
Despierta bién despierta
Mira que ya amanecio'
Ya los pajaritos cantan
La luna ya se metio

English translation (not lyrics)

These are the little morning lines which King David sang
And also they were sung by the pretty little girls

Wake up, wake up
Look and see that it is morning (the sun is up)
The birds are already singing and
The moon has already gone down.

LA SEMANA



Translation:

The Week

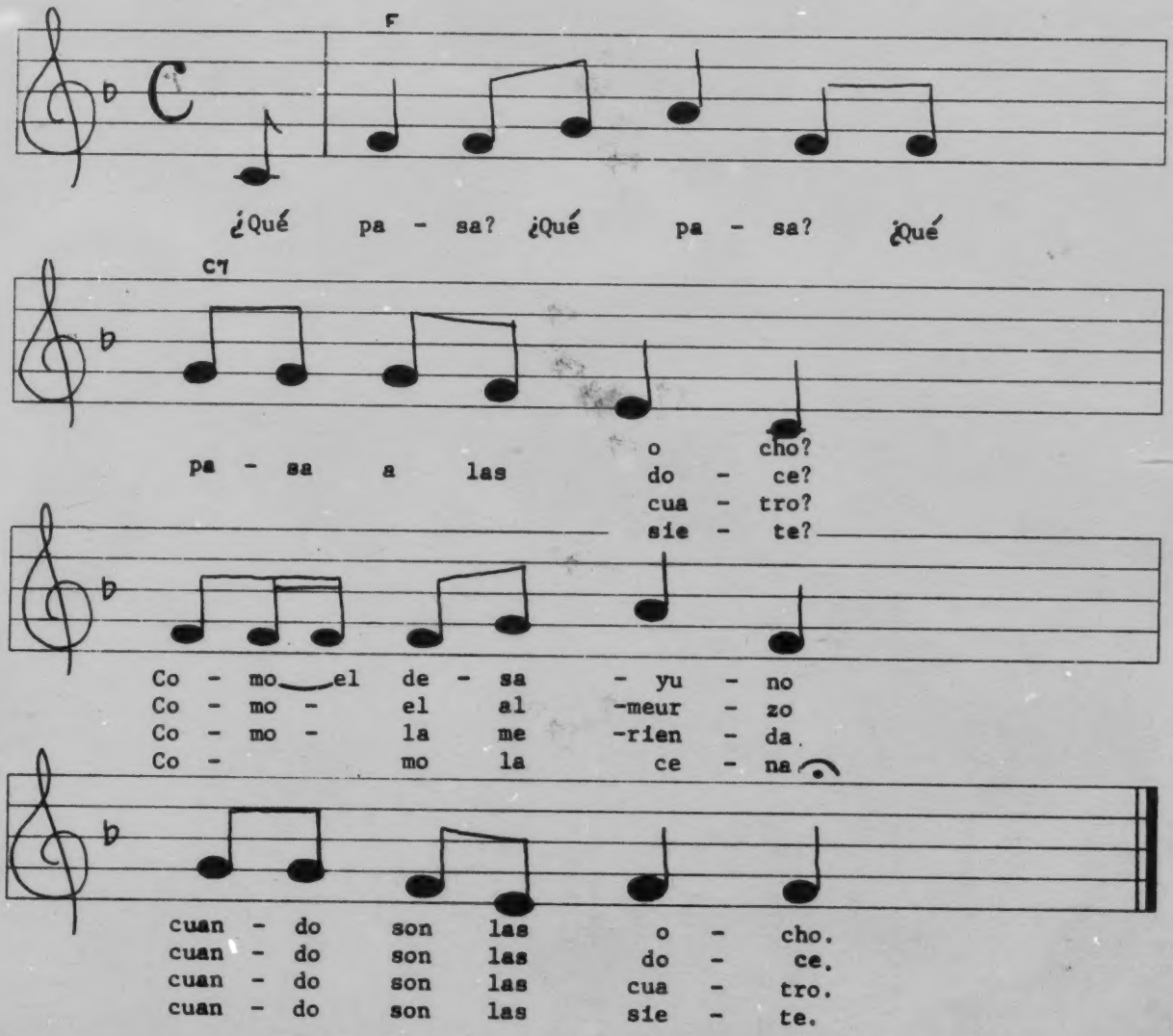
Monday and Tuesday.

Wednesday and Thursday.

Friday and Saturday.

Sunday: the week.

LAS COMIDAS


F
¿Qué pa - sa? ¿Qué pa - sa? ¿Qué
C7
pa - sa a las
o cho?
do - ce?
cua - tro?
sie - te?
Co - mo el de - sa - yu - no
Co - mo - el al -meur - zo
Co - mo - la me -rien - da.
Co - mo la ce - na
cuan - do son las o - cho.
cuan - do son las do - ce.
cuan - do son las cua - tro.
cuan - do son las sie - te.

The Meals

1. What happens, what happens, what happens at 8 o'clock?

   I eat breakfast when it is 8 o'clock.

2. What happens, what happens, what happens at 12 o'clock?

   I eat lunch when it is 12 o'clock.

3. What happens, what happens, what happens at 4 o'clock?

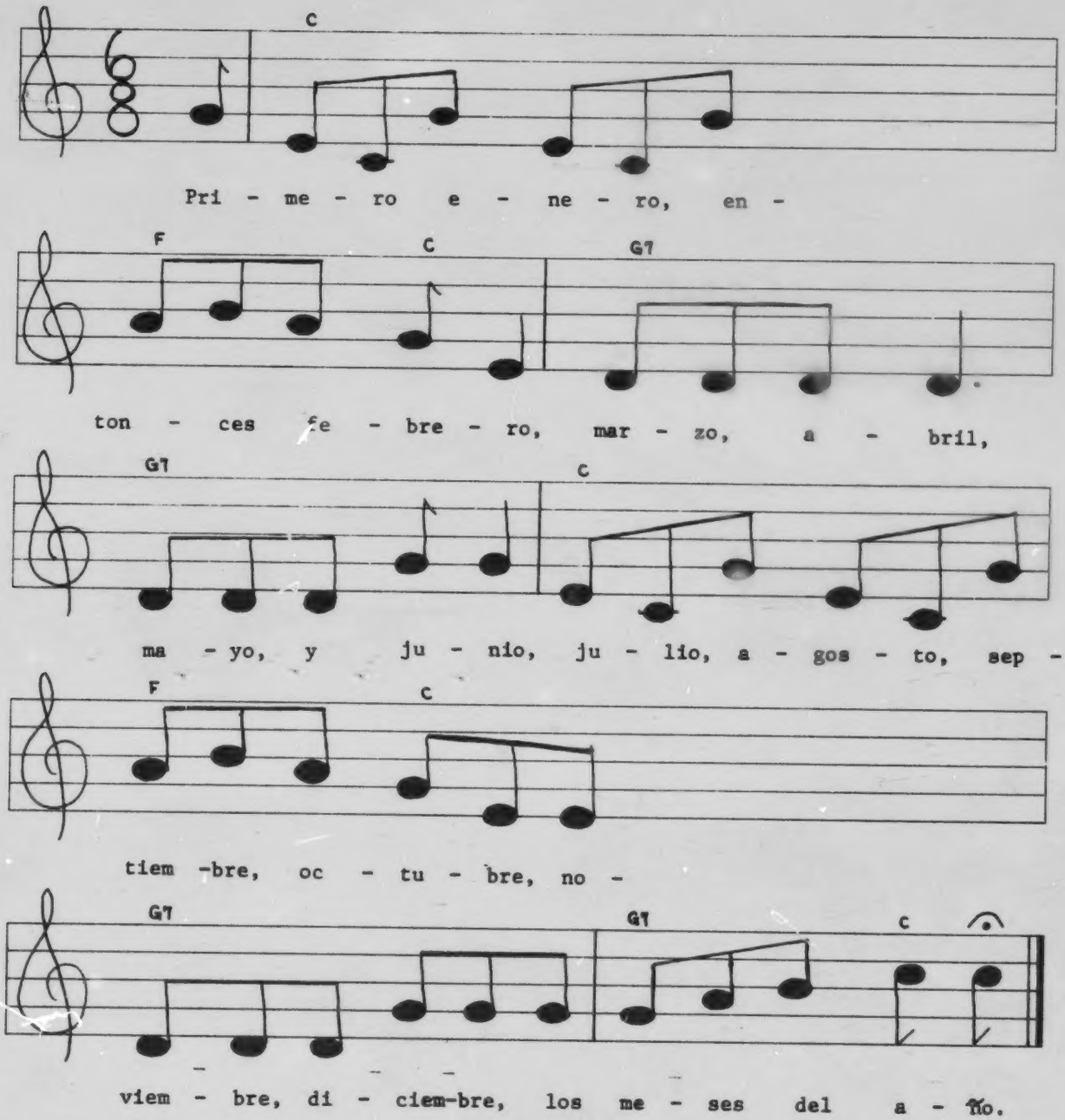
   I eat a snack when it is 4 o'clock.

4. What happens, what happens, what happens at 7 o'clock?

   I eat dinner (supper) when it is 7 o'clock.

Besides teaching the meals, this song uses the two idiomatic ways of expressing time: "a las dos" - at 2 o'clock; "son las dos" - it is 2 o'clock.

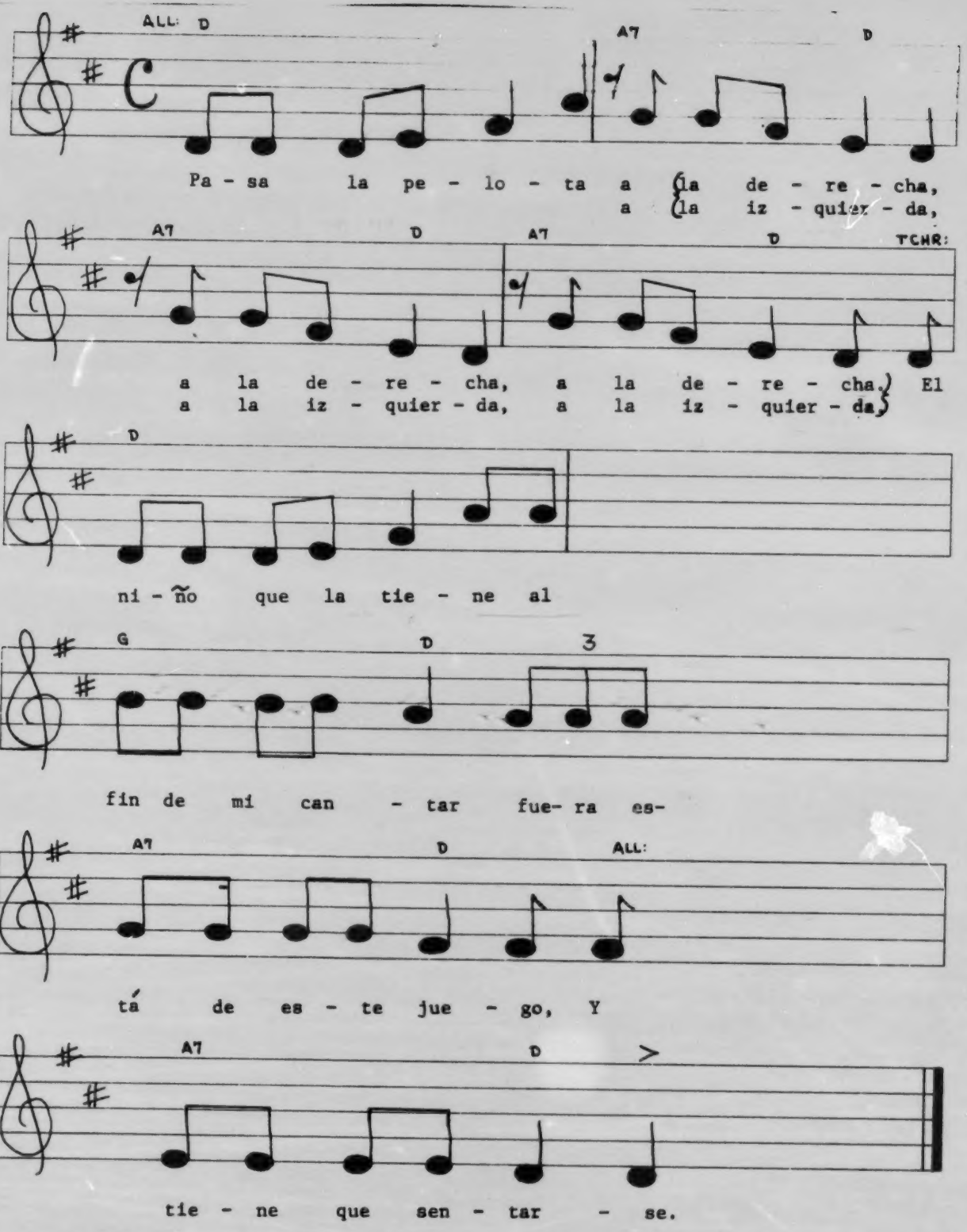
LOS MESES DEL AÑO


C
Pri - me - ro e - ne - ro, en -
F C G7
ton - ces fe - bre - ro, mar - zo, a - bril,
G7 C
ma - yo, y ju - nio, ju - lio, a - gos - to, sep -
F C
tiem -bre, oc - tu - bre, no -
G7 G7 C
viem - bre, di - ciem-bre, los me - ses del a - ño.

The Months Of The Year

First January, then February,
March, April, May, and June.
July, August, September,
October, November, December -
The months of the year.

The months are not capitalized in Spanish, Since classes usually start in September, February is a good time to teach this song. The classes have learned September, October, November, December and January in the normal course of their lessons and will now easily learn the other months.

PASA LA PELOTA

ALL: D
A7
D
Pa - sa la pe - lo - ta a la de - re - cha,
a la iz - quier - da,
A7
D
A7
D
TCHR:
a la de - re - cha, a la de - re - cha.) El
a la iz - quier - da, a la iz - quier - da,
D
ni - ño que la tie - ne al
G
D
3
fin de mi can - tar fue- ra es-
A7
D
ALL:
tá de es - te jue - go, Y
A7
D
tie - ne que sen - tar - se.

Pass The Ball

All:

Pass the ball to the right, to the right, to the right.
left, left, left.

Teacher:

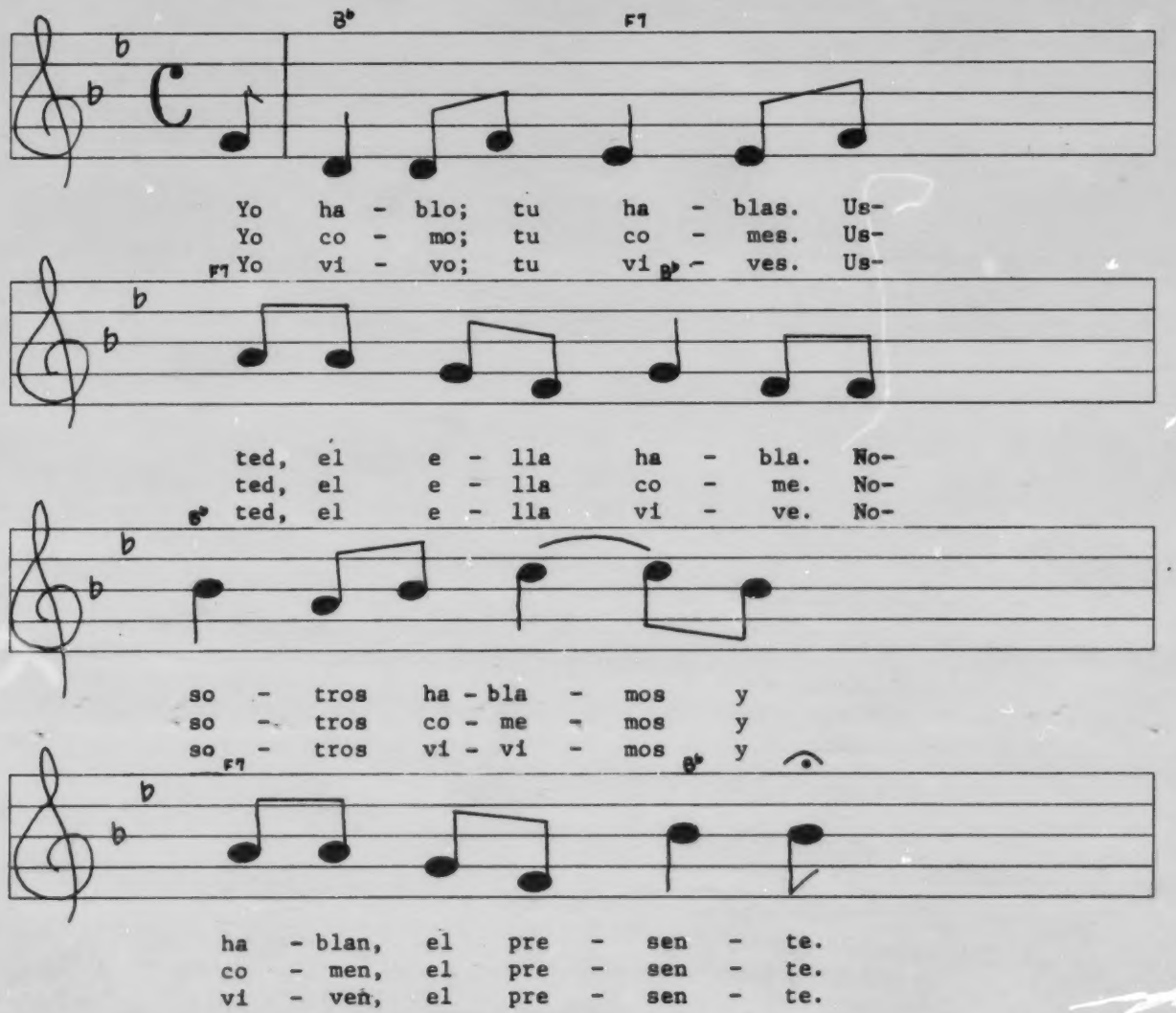
The child who has it at the end of my song, is out of this game,

All:

And has to sit down.

This is an action song. The children stand in a circle passing the ball as directed (right or left). The child who is holding the ball when the class sings "--se" (sentarse) leaves the circle and sits down. The game continues until one child, the winner, is left.

Explain the "el nino" in this case refers to boy or girl.

EL PRESENTE

B♭
F7
Yo ha - blo; tu ha - blas. Us-
Yo co - mo; tu co - mes. Us-
F7 Yo vi - vo; tu vi B♭ - ves. Us-
ted, el e - lla ha - bla. No-
ted, el e - lla co - me. No-
B♭ ted, el e - lla vi - ve. No-
so - tros ha - bla - mos y
so - tros co - me - mos y
so F7 - tros vi - vi - mos B♭ y
ha - blan, el pre - sen - te.
co - men, el pre - sen - te.
vi - ven, el pre - sen - te.

The Present

1. I speak.

*You speak.

You, he, she speak (s).

We speak.

They speak, - the present tense.

2. I eat

*You eat.

You, he, she eat (s).

3. I live.

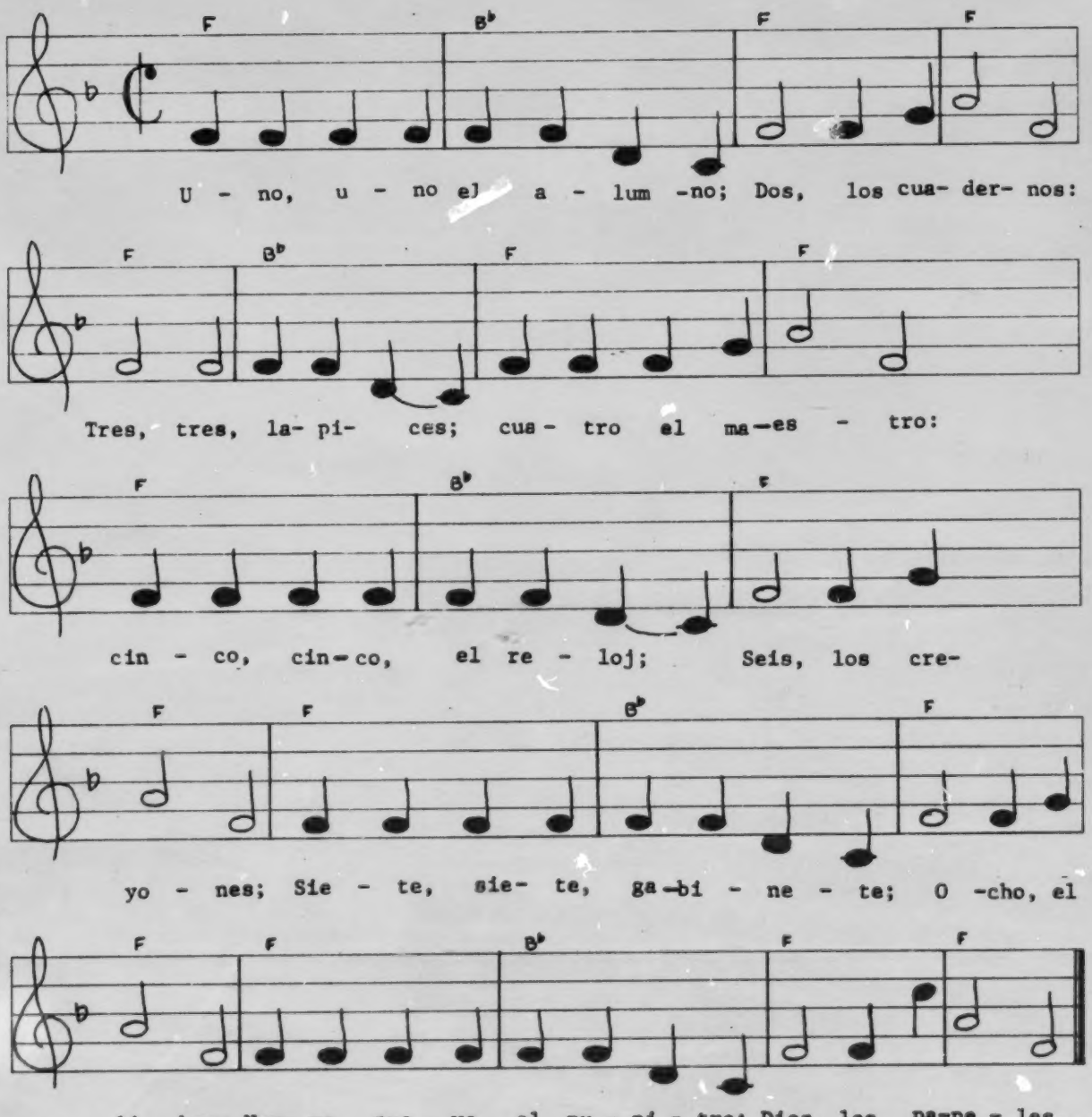
*You live.

You, he, she live (s).

We live.

They live, - the present tense.

*The familiar form.

EN LA CLASE

F B♭ F F
U - no, u - no el a - lum -no; Dos, los cua- der- nos:
F B♭ F F
Tres, tres, la- pi- ces; cua - tro el ma—es - tro:
F B♭ F
cin - co, cin—co, el re - loj; Seis, los cre-
F F B♭ F
yo - nes; Sie - te, sie- te, ga—bi - ne - te; O -cho, el
F F B♭ F F
li - bro; Nue- ve, nue - ve, el pu - pi - tre; Diez, los pa-pe - les.

In The Class

One, one - the pupil;

Two, the notebooks;

Three, three, - pencils;

Four, - the teacher;

Five, five, - the clock;

Six, - the crayons;

Seven, seven, - cabinet;

Eight, - the book;

Nine, nine, - the desk;

Ten, - the papers.

This song is more successful if taught after the children have learned numbers one through ten. They enjoy rhyming classroom objects with the numbers, and at the same time are reinforcing their vocabulary in both areas.

Suggested Bibliography of Children's Books

Marie Hall and Labastida, Ar ora. NINE DAYS TO CHRISTMAS, A STORY OF MEXICO. Viking. c1959. — MEXICO

In this story of an affectionate Mexican family, a little girl's holiday festivities (including the posada and pinata) are vividly portrayed. Realistic picture of modern urban Mexican family life.

Frasuer, James. POSADAS, A CHRISTMAS STORY. Northland Press. c1963 — MEXICAN-AMERICANS NEW MEXICO

Striking and bright illustrations enhance this picture book story of the New Mexican observance of Christmas with the luminarios.

Garrett, Helen. ANGELO THE NAUGHTY ONE. Illus. by Leo Politi. Viking. c1944 — MEXICO

Long a favorite with sympathetic young Americans, this is the story of the amusing reform of a small Mexican boy who did not like to take baths.

Hader, Berta and Elmer. THE STORY OF PANCHO AND THE BULL WITH THE BROOKED TAIL. MacMillan c1942 — MEXICO

Politi, Leo. JUANITA. Scribner. c1948 — MEXICAN-AMERICAN CALIFORNIA OLVERA ST.

A birthday party and a charming old Easter custom, the blessing of the animals on Olvera Street, are beautifully portrayed.

Politi, Leo. THE MISSION BELL. Scribner. v1953 — MEXICANS IN CALIFORNIA

"Inspiring" describes this picture-story book about Father Junispero Serra, founder of the California missions, and his Indian friends.

Martin, Patricia Miles. TRINA'S BOXCAR Abingdon Press. c1967 — MEXICAN-AMERICANS (Wyoming)

A little Mexican girl living in a boxcar with her railroading family in Wyoming faces a dilemma in trying to speak English. Echoes migrant-immigrant theme. (Spanish glossary included)

Parish, Helene Rand. OUR LADY OF GUADALUPE MEXICO
Viking. c1955

A simple telling of the Guadalupe legend with Jean Charlot's primitive illustrations to compliment the text.

Phillips, Eula Mark. CHUCHO. THE BOY WITH THE GOOD NAME. Follett. c1957 MEXICO

Chucho and his small brother have lively adventures as they travel to the town where their relatives live. En route, they meet people who carry on the ancient Indian crafts of Mexico.

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Boatright, Hudson, and Maxwell, And Horns on the Toads, Dallas, Texas: Southern Methodist University Press, 1959.

Forbes, Jack O, Mexican-Americans, A Handbook for Educator, Berkley: Far West Laboratory for Education Research and Development, 1966.

Hudson, Williams M., The Healer of Los Olmos and Other Mexican Lore, Dallas, Texas, Southern Methodist University Press, 1966.

Maidoff, Jules, A Fiesta of Folk Songs, New York: G.P. Putnam's Sons, 1967.

Paz, Elena, Favorite Spanish Folksongs, New York: Oak Publications, 1967.

Rivera, Feliciano, A Mexican-American Source Book, San Francisco: El Dorado Distributors, 1970.

Toor, Frances, A Treasury of Mexican Folkways, New York: Crown Publishers, 1967.

Wilson, Barbara K., Fairy Tales of Mexico, London: William Clowes and Sons, 1966.

KIT

Artifacts of Mexico Kit
Center for the Study of Migrant and Indian Education
P.O. Box 329
Toppenish, WA 98948

Sunset - Mexican Cookbook

SVE - Picture Paints

Children's Songs of Mexico
Bowmar Records
10515 Burlap Blvd.
North Hollywood, CA

The Colorful Folklore of Mexico
FLP - 2015
Heffernan's
Box 5309
San Antonio, TX 78201

ORAL LANGUAGE ACTIVITIES

ORAL LANGUAGE

A. Add A Word

1. Purpose: To develop sequence

2. Choose a subject such as your room at school, furniture, food, clothing, toys, etc. The teacher says a sentence, and each child takes a turn repeating the sentence and then adds a word.

3. Example:

(Teacher) "I went to the store and bought a dress."

(1st Child) "I went to the store and bought a dress and a shirt."

(2nd Child) "I went to the store and bought a dress, shirt, and hat."

(3rd Child) "I went to the store and bought a dress, shirt, hat, and socks."

B. Creative Stories

1. Purpose: To have children express their own ideas and impressions.

2. Show the children a picture with several details. Have each child tell what he sees in one or two sentences. As the children progress, ask them to tell a story about the picture.

C. Where Has My Little Dog Gone?

1. Purpose: Learning names of children in the class.

2. Verse 1:

Oh where, oh where has my little dog gone,
Oh where, oh where can he be?
With his ears cut short and his tail cut long,
Oh where, oh where can he be?

Teacher chooses one child to be master. The master hides his eyes. The teacher then chooses one or more children to hide, depending on children's familiarity with each other. The song is continued.

Verse 2:

Oh when I looked he was always around
Oh where, oh where can he be?
But now he is lost and cannot be found,
Oh where, oh where can he be?

The master looks around and names the children who are missing from the group at the end of the second verse.

D. The Fish Game

1. Purpose: To develop basic vocabulary.

2. Paste pictures of objects on fish cut out from construction paper or tagboard. Put a large paper clip on the end. Make a fishing pole and hook a magnet on the end of the line. The children take turns catching a fish and identifying the objects "caught" with the fish, using complete sentence patterns.

E. Prepositions

1. Provide practice in using prepositions.

2. In, On, Under, and Between

Have small groups of children seated at a table. On the table have two small boxes, several crayons, and pencils.

a. In: Demonstrate to the children by putting the crayon in the box. Have the children repeat after you, "The crayon is __ the box." Have the children repeat the pattern two or three times. Have the children ask one another, "Where is the crayon?" The other child answers, "The crayon is in the box." Next, have each child put the crayon in the box. Pass the box around until each child has put the crayon in the box.

b. On and Under: Demonstrate to the children by taking the box and placing it on or under the table. Have the children repeat after you, "The box is on the table," or "The box is under the table." Have the children repeat the pattern two or three times. For a variety the children may ask one another "Where is the box?" The other child responds, "The box is on the table," or "The box is under the table." Next have each child put the box under or on the table.

c. Between: Demonstrate to the children by putting a crayon between two boxes. Follow the same procedures as in the other three prepositions.

3. Acting out position words

Arrange chairs in a circle and pretend they are houses. Have the children sitting in their houses "sleeping" (heads bowed).

The teacher calls out:

a. Time to get up, the sun is out.

b. Stretch; now stand in front of the house.

c. Stand in back of the house.

d. Stand by the side of the house.

e. Crawl under the house.

f. Stand on the house.

g. Stretch; now reach for the sky.

h. Pretend it is raining.

i. Get off the house.

j. Go in the house and dry yourself.

4. After the children have a knowledge of each position word, this 3-5 minute session before lunch is appropriate. When the children are waiting to be served, the teacher can instruct them to:

a. Hold your spoon over your head.

b. Hold your spoon under your chin.

c. Hold your spoon between your eyes.

d. Hold your spoon in back of your milk.

e. Hold your spoon in front of your milk.

f. Hold your spoon on your milk.

F. Teaching Sequential Expression

1. Purpose: Develop ability to tell a story in sequence.

2. Use flannel board cut-out to tell a story.

3. Have a discussion to extend the interpretation of a story.

4. Have the children retell the story using the flannel board cut-outs or have them dramatize the story by role acting.

G. Teaching Names

1. Purpose: To provide practice in learning names of students.

2. Form a train by having first child call out his name five times, then everyone shouts "toot-toot." The second child does the same and so forth until all the children have given their names.

H. Charts

1. Purpose: To develop discrimination in pictures that are incomplete.

a. What is missing?

Have chart with two pictures; one with some part missing (milk carton with and without straw). "What is missing?" The children should be able to respond, "The straw is missing." This may be done with a variety of pictures that get increasingly more sophisticated and will require more skill in discrimination.

b. What is different?

Have charts with four cubes and one triangle. Ask the children "What is different?" The children should be able to respond in complete statements and say something to the effect that "The triangle is different."

c. Follow a similar procedure for items that are the same. Various shapes, numbers, alphabet letters, pictures, or words may be used in this activity.

I. Police Game

1. Purpose: To develop discrimination and listening skills and give practice in description.

2. One child is to play the role of the policeman. He is sent from the room. While he is gone, the class decides who is to be "lost" and who plays the role of the mother. The mother stands up and the policeman is called in. The following dialogue ensues:

Mother: "Policeman, policeman, find my child."

Policeman: "Is it a boy or a girl?"

Mother: "It is a boy. It is not a girl."

Policeman: "What color is his shirt?" "What color is his hair?"

The mother tries to describe the child without looking at him. The policeman tries to identify the child by simple description. Some healthy attitudes about police could also be developed here.

J. Name Tree

1. Purpose: To learn to recognize and read names.

2. Cut out a large tree and secure it to a bulletin board. Each day the child pins his name tag on the tree (the tag can be varied in some fashion each month). The tags are counted and the attendance can be recorded on the board.

K. Simon Says

1. Purpose: To develop listening skills.

2. Begin as Simon and give commands: "Simon says, thumbs up, thumbs down." The children follow the directions that Simon gives. If you give a command without saying "Simon says---," the children are not to follow the command. When they have mastered the game, they may take turns replacing you as Simon.

L. The Vocabulary Race

1. Purpose: To provide practice in usage of complete sentences.

m

2. This activity has many variations. It can involve either an airplane, train, car, horse, or foot race. A large piece of tagboard is placed flat on a table. The pupils sit around the table. The tagboard has as many lanes drawn on it as there are players. Each lane is marked into equal sections or moves. At one end of the board is an appropriate goal such as a hangar or a train station. Each pupil moves a figure like an airplane, car, or whatever. The leader has a box of small mounted pictures. In turn, each pupil identifies the pictured item in a language pattern, and if correct, moves his figure ahead one space. If the child is unable to identify the picture, he doesn't move his figure. The vocabulary being identified can be any vocabulary with which the children are familiar. The pupil who reaches the goal first is the winner.

3. If your pupils are capable, add another rule to the game. For example, The pupil can move an additional space if he can use the pictured item in another language pattern after he identifies it. In vocabulary games, the next pupil always identifies the picture when a pupil fails As soon as possible, the failing pupil should hear the name of the item he did not know.

M. Picture Dominoes

1. Purpose: To give practice in identifying objects.

2. Prepare cards, each having two different pictures on it, one at each end. Cards are made so that one of the pictures is also on another card. Pictures should be simple with a minimum of detail. The group sits around the table, each pupil having several cards. The leader places one of his cards on the table and says, "Who has a _____?", naming one of the pictures. Another pupil replies, "I have a _____." He places his picture touching the end of the matching card on the table. He then asks the question, naming the other picture on his card. The first pupil who places all of his cards on the table or has the fewest remaining cards wins the game.

N. The Mailbox Game

1. Purpose: To provide practice in naming pictures.

2. Prepare a replica of a mailbox from tagboard or other cardboard and provide it with a large slit. Attach a paper bag behind the slit. The leader says, "I am the mailman." He gives each pupil several pictures which have been glued onto envelopes. The leader says, "_____, what are you mailing?" The named pupil replies, "I am mailing a _____," and names one of his pictures. If he is correct, he drops the picture into the mailbox. The mailman continues to ask pupils the question. He may choose another child to be mailman when all the envelopes are "mailed."

O. The Clothes Game

1. Purpose: To develop words describing clothes suitable for different kinds of weather and different occasions.

2. Two large paper dolls are on the table, a boy and a girl. Each pupil has a pile of paper clothing and related articles. The pupil-leader holds up a picture representing the weather, a place to go, or something to do. Articles of clothing which could be worn by the boy or the girl on that occasion are selected by each pupil from his pile. The pupil says an appropriate language pattern such as, "It is raining. I have the girl's raincoat." He then places the item on or near the appropriate doll. The pupils check each other's pile of clothing to make sure that the dolls have all the proper clothing.

3. This idea may be used with color practice, too. The children have colored dresses, sweaters, socks, shirts, pants, or coats. The leader holds up a color square. All the pupils who have clothing

of that color identify the item by saying, "I have a (color)(noun)," and then places the item on the appropriate doll. Have enough items in each color to dress each doll completely.

P. Packing the Suitcase

1. Purpose: To provide reinforcement for vocabulary development.

2. Necessary materials: Two suitcases or reasonable substitutes, a toy steering wheel, a toy automobile horn, articles of clothing, toys, or other objects which might be packed in a suitcase, and pictures of people going on a trip.

3. Separate the boys and the girls into two groups. Have a suitcase for each group. Say, "We are going on a trip," and have the children repeat it several times. Show the pupils pictures of people taking a trip. Give each child an object or an article of clothing. Have each one identify his object by asking, "What do you have?" He replies, "I have a _____." In turn, each child places his object in the suitcase saying, "I am putting the _____ in the suitcase." (Use either bag or suitcase, or another word, depending upon local usage.) When all the children have placed their objects into the suitcases, direct one child to be the leader. Line the children up into two rows. The leader becomes the driver on an imaginary trip around the room. The driver holds the steering wheel, and his partner may hold a horn. The next two pairs of pupils behind the leader carry the suitcases as the class walks a winding path around the room, pretending to go on a trip. When they return to the starting place, each child helps to unpack the suitcases by taking an article from them and saying, "I am taking the _____from the suitcase."

Q. Musical Chairs

1. Purpose: To use and practice color words.

2. In this game, pieces of paper in a variety of colors are tapes on the front of each chair back. All the children except one are seated. The extra child calls a color. The children sitting on the chairs with that color stand and start skipping around the chairs in time with the music. The extra child then calls another color and continues until all the children are out of their chairs. (The extra child must note which colors remain to be called and may need prompting.) One chair is removed and when the music stops, children rush to find seats. The child who did not find a seat then becomes the new caller. The last child who has a seat is the winner. The children who failed to find seats become spectators after they have called the colors.

3. This game could be used with different categories of picture cards in place of the colors. For example, tape pictures of animals, food, or clothing to the chairs.

R. Sorting Buttons

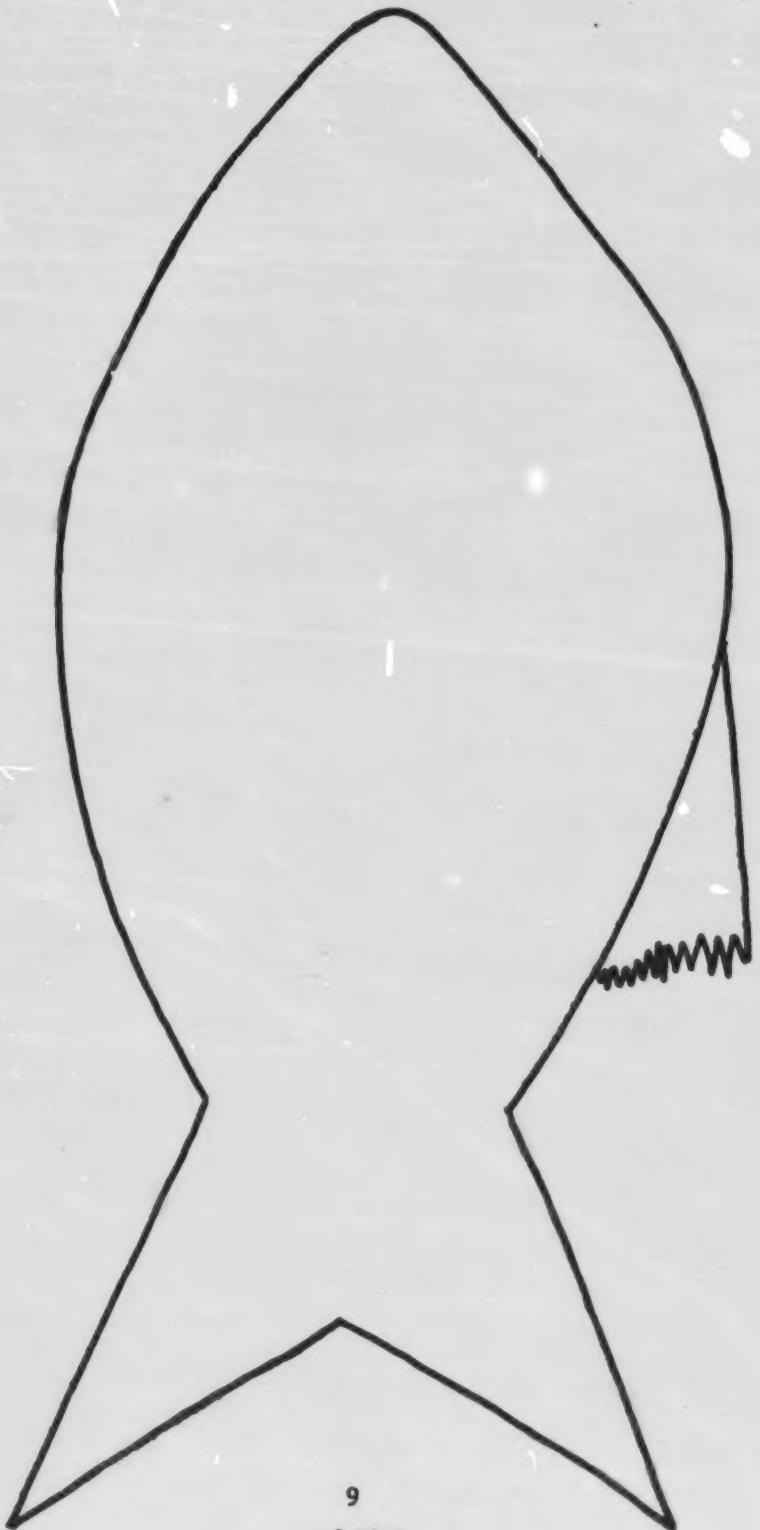
1. Purpose: To give practice in color words.

2. Have a large box of colored buttons. Give each pupil a pile of the buttons. Place a row of small boxes to which a colored square has been glued down the center of the table. The children sit around the table and sort their buttons into the right box. When they have finished, inspect each box. If the wrong color button is in the box, the pupils identify the color and indicate in which box it belongs. The children can do the sorting independently.

S. Matching Circles

1. Purpose: To give practice in color words.

2. Large circles colored in each of the nine colors are tacked or taped to the chalkboard or chalk rail. Each large circle has a small box attached beneath it, perhaps to the chalk rail. The pupils are divided into two teams. A large box contains an assortment of smaller colored circles. The leader holds the box, and the pupils forming the two teams take turns in selecting a small circle. Each pupil says a language pattern and matches the small circle to the large circle, putting the small token into the correct box. If the pupil says the correct language pattern and puts the circle in the right box, the team gets a point. A pupil keeps the score on the chalkboard by making a mark for each point.



PHYSICAL EDUCATION ACTIVITIES

FOLK DANCING

Folk dances not only help to promote rhythm, coordination and agility, they also can develop poise and pleasing social attitudes.

Folk dances should be an integral part of the elementary school program. In the primary grades, 30-40 percent of the physical education program should be devoted to rhythms and creative movements.

Hints for Teaching Rhythmic Activities

1. Know the activity.
2. Position the children in the formation called for in the dance; e.g., double circle, boy on the inside.
3. Allow the children to hear the music prior to learning the dance patterns.
4. Demonstrate the steps involved for the first part of the routine.
5. Teach the first part of the dance without the music; then, with the music.
6. Demonstrate the steps involved for the second part.
7. Teach the second part of the dance without the music; then, with the music.
8. Combine both parts with the music.
9. Stress participation over perfection.
10. Have opportunities so that all children will have different partners for any particular dance.
11. Provide individual assistance as time permits.
12. Avoid spending too much time on one dance.
13. Attempt to create a permissive atmosphere whereby children feel free to express their own ideas and movements.

A. Shoemaker's Dance

1. Formation: Double circle; partners facing each other; boys on the inside with their backs toward the center.

2. Lyric:

"Wind, wind, wind the thread
And wind, wind, wind the thread
And pull, and pull, and
Tap, tap, tap."

3. Directions:

Measures 1-2: Hold arms about chest high, clench fists, and roll fists over one another three times one way and reverse three more times.

Measure 3: With fists still clenched, jerk both elbows backward twice.

Measure 4: Clap hands three times.

Measures 5-8: Repeat Measures 1-4.

Measures 9-16: Join hands with partner and skip around the circle.

B. Looby Loo

1. Formation: A single circle of boys and girls hold hands and during each chorus they walk clockwise.

2. Lyric:

"Here we go looby loo,
Here we go looby light,
Here we go looby loo,
All on a Saturday night."

3. Directions: On the verses the children merely follow the directions of the teacher or leader as indicated by the verse:

"I put my right hand in,
I take my right hand out,
I give my hand a shake, shake, shake,
And turn myself about."

In order, the other parts of the body mentioned are: left hand, right foot, left foot, head, and whole self.

C. Danish Dance of Greeting

1. Formation: Single circle; all facing center; boy on left of girl.

2. Directions:

Measure 1: Clap hands twice, turn and face partner and bow.

Measure 2: Clap hands twice, turn and face neighbor and bow.

Measure 3: Stamp left, stamp right.

Measure 4: Hands on hips, turn away from partners with four running steps.

Measures 5-8: Repeat measures 1-4.

Measures 9-16: All join hands and take 16 running steps to the left, turn and run 16 steps back to place.

D. Chimes of Dunkirk

1. Formation: Double circle; partners facing each other, boys on the inside.

2. Directions:

Measures 1-2: Hands on hips, stamp three times.

Measures 3-4: Clap three times.

Measures 5-8: Join both hands with partner and skip around each other in place.

Measures 9-16: (Chorus) partners join inside hands and skip around the circle.

E. Ten Little Indians

1. Formation: Single circle, facing center

2. Lyric: (1st Verse)
"One little, two little, three little Indians,
Four little, five little, six little Indians,
Seven little, eight little, nine little Indians,
Ten little Indian boys."

(Chorus)
"Tra, la-la, la, la-la, la, la-la, etc."

(2nd Verse)
"Ten little, nine little, eight little Indians,
(continue in reverse order)

3. Directions: As the first verse is sung, a single player goes around the outside of the circle selecting ten other players, each of whom goes to the inside of the circle and joins hands with the others selected, thus forming a small inner circle On the chorus, the inside circle takes small sliding steps to the right, while the outer circle slides to the left. As the second verse is sung, the "Indians" return to their places in reverse order, and upon the start of the chorus, all join hands in the circle and slide to the left.

F. How Do You Do My Partner?

1. Single circle, facing center. One child is in the center.

2. Lyric: "How do you do my partner?
How do you do today?
Will you dance in the circle?
I will show you the way."

3. Directions: While the children are singing the words, they clap their hands as the child in the center walks around in the center of the group. When they sing, "I will show you the way," he stops in front of one child and bows. When the group sings the chorus, these two skip around the center. Repeat, having the center dancer choose a new partner each time. (The selected partner becomes the "center dancer" and the old one goes back into the circle.) Boys choose girls and vice-versa.

Measures 1-4: Girls curtsey, boys bow.

Measures 5-8: Partners join hands in promenade position, facing counterclockwise, and skip around the circle as the chorus is sung.

Measures 9-14: Partners continue to skip around circle in line of direction.

Measures 15-16: Boys move forward to their next partner and repeat the dance with the new partner.

G. Bluebird

1. Formation: Single circle facing center, hands joined and raised to form "windows." One child, "Bluebird," is outside the circle.

2. Lyric: (Part 1)
"Bluebird, bluebird, through my window,
Bluebird, bluebird, through my window,
Bluebird, bluebird, through my window,
Oh Johnny I am tired."

3. Directions: (Part 1)
As others sing and clap, Bluebird weaves in and out the windows.

4. Lyric: (Part 2)
"Take a little partner, tap him on the shoulder,
Take a little partner, tap him on the shoulder,
Take a little partner, tap him on the shoulder,
Oh Johnny, I am tired."

5. Directions: (Part 2)
As others sing and clap, Bluebird stands behind someone and taps him lightly on the shoulders to the rhythm. Repeat with new Bluebird leading the old one and each getting a partner until all players become Bluebirds.

H. La Raspa

1. Formation: Double circle; partners facing each other with boys on the inside.

2. Directions:

Measures 1-8: Partners take both hands. Hop lightly on the right foot and extend and touch left heel to the floor. Change to hopping on the left foot and touching right heel to the floor. Back to right foot.

Measures 9-12: Partners hook right elbows and skip around each other clockwise.

Measures 1-16: Partners switch to left elbows and skip around each other counterclockwise. Boys advance to the next girl on their right for their next partner.

I. Jolly is the Miller

1. **Formation:** Double circle; partners facing counterclockwise, boys on the inside.

2. **Lyric:**

"Oh, jolly is the miller, who lives by the mill
The wheel goes 'round with a right good will,
One hand in the hopper and the other in the sack,
The girl goes forward and the boy goes back."

3. **Directions:**

Measures 1-2: Walk forward, starting on the right foot.

Measures 3-4: Continue walking and circle the right arm forward and around twice to make the wheel.

Measures 5-6: Continue walking, reach forward with the right hand "into the hopper," then reach backward with the right hand "into the sack."

Measures 7-8: The girl walks four steps forward and the boys walk four steps backward, giving each a new partner.

ROPE JUMPING

The skill of rope jumping is usually started during the latter part of the preschool years. Boys often think of rope jumping as girls' activity, but when reminded that athletes, particularly boxers, wrestlers, basketball and football players, use rope jumping as a means of developing coordination and endurance, they usually are more eager to learn the skills.

Hints for Teaching Rope Jumping

1. Have several long ropes (4' - 20') and as many single ropes as there are pupils in the class. The single ropes should be long enough to go from armpit to armpit as the child stands on the center of it.
2. The pupils who are required to turn the long rope should have the same number of opportunities to jump as other members of the group.
3. Instill cooperation, fair play, and self-reliance.
4. With individual ropes, teach the position of the hands--palms up, and elbows close to the body.
5. Pupils should be taught to land on the balls of their feet.
6. Rope jumping to music is enjoyable and is motivating to the pupils.

A. Progression in Movements

1. Run through the front door.*
2. Jump once or more and run out.
3. Couple through the front door.
4. Couple run in, jump once or more and out.

*Front door: As the rope is being turned by two students, one child will run under the rope as it makes an arch.

5. Simple jumping

B. Stunts While Jumping

1. Execute various kinds of turns.

2. Jump on one foot.

3. Touch hands to floor on every other jump.

4. Cartwheel over the rope.

5. Stunts with a ball:

   a. Bounce and catch.
   b. Toss and catch.
   c. Pass ball in and out to partner.
   d. Two jumpers playing catch.
   e. Two jumpers playing catch using two balls.
   f. Jump with small rope inside of long rope.

C. Rope Jumping Rhymes

These rhymes may be repeated as children perform the various rope jumping activities. Rhymes not only are appealing to young children, but they create an opportunity for oral expression. The teacher should encourage the children to use their own versions.

1. "Lady-Lady"

   Lady, lady at the gate,
   Eating cherries from a plate.
   How many cherries did she eat?
   1, 2, 3, 4, 5, 6, 7, 8, etc.

2. "The Clock"

   The clock stands still,
   While the hands go around,
   One o'clock, two o'clock, etc.

3. "Gracie"

   Gracie, Gracie, dressed in lace,
   Went upstairs to powder her face.
   How many boxes did she use?
   1, 2, 3, 4, 5, 6, 7, etc.

4. "Johnny"

Johnny over the ocean,
And Johnny over the sea.
Johnny broke a milk bottle,
And blamed it on to me.
I told Ma and Ma told Pa,
Johnny got a spanking, ha, ha, ha.
How many spankings did he get?
1, 2, 3, 4, 5, 6, 7, etc.

5. I asked my mother for fifteen cents,
To see the elephant jump the fence.
He jumped so high he reached the sky,
And never came back till the Fourth of July.

6. "Ice Cream"

Ice cream, soda water, Delaware Punch,
Tell me the initial of your sweet honeybunch.
A, B, C, D, E, F, G, H, etc.

7. "Andy-Mandy"

Andy, Mandy,
Sugar and candy,
Now's the time to miss,
To miss, to miss, to miss, etc.

8. "The Monkey"

I had a little monkey,
His name was Tiny Tim,
I put him in the bathtub,
To teach him how to swim.
He drank up all the water,
He ate up all the soap,
The next day he died, with a
Bubble in his throat.

The music for the rhythms may be obtained through the Oregon Migrant Education Service Center, 1745 - 13th Street, SE, Salem, Oregon 97302

ART ACTIVITIES

ART

A. Collage

Have children collect any number of odds and ends in a box throughout the year (bottle caps, strings, rocks, rubber bands, popsicle sticks, gum wrappers, can openers, gravel, tissue paper, etc.). Allow the children to pick what items interest them and glue them onto construction paper or thin plywood. Spray over with a transparent acrylic.

B. Pine Cone Owl

1. Materials: yellow, black, and orange construction paper, scissors, cones

2. Cut out two big yellow circles for eyes from construction paper. Cut out two smaller black circles for the pupil of each eye. Cut one long orange triangle for the beak. Cut out two black four-toed feet. Glue these pieces onto a pine cone.

C. Paper Collage

1. Materials: one piece 14 x 22 construction paper, scissors, glue and small pieces of colored paper

2. After a discussion about trees, looking at pictures, and taking the children on a short tour to view some trees, have them draw a trunk and branches. Then tear little colored leaves from appropriate colored paper and glue onto the branches. This could be done in the fall or spring.

D. Mobiles

A mobile for the room can be made using various shapes of construction paper, such as circles, squares, triangles, and rectangles. Other items such as small box tops and sides may also be used.

E. Family Portraits

When the child first begins school, have him draw a picture of himself, then draw a picture of his family, labeling each of the family members. Have him draw these pictures again in the middle of the year and at the end of the year. Save all of these drawings to compare at the end of the year.

F. Round Rock Painting

1. Materials: rocks--preferably smooth, but of all sizes--acrylic paints or tempera paints, small brushes

2. Try to select rocks which lend themselves to some interpretation. Allow the children to select a rock(s) and encourage their use of imagination by letting him decide what the rocks look like (animals, faces, objects)--he may need a little help.

G. Catalog Pictures

This activity may be used to help teach children different parts of the body. Cut out pictures of outfits for men, women, and children and glue them on white construction paper. Have the children complete the picture by drawing the head (hair, eyes, nose, mouth, ears, neck), the arms, and the legs.

H. Paper Mache Piggy Bank

1. Materials: Balloon, construction paper strips, newspaper, paste tempera paints, pipe cleaners, brushes

2. Blow up a balloon to the desired size. Roll up strips of paper and tape to the balloon for legs and snout. Cover with paper mache to the desired size. Paint the pigs in bright colors and decorate with designs of the children's choosing. Add ears cut from construction paper. Give the bank a coat of shellac and then add a curly tail made from a pipe cleaner. Cut a slit in the top.

I. Telephone

Fold the base of the telephone and right sides together on the center dotted line. Fold again, right side out on the top and bottom dotted lines. Tape together at the neck. Attach a string from the base of the receiver. The receiver should rest between the two sides of the base top

SEASONAL ART ACTIVITIES

A. Fall

1. Spatter Printing

a. Materials: leaves, white construction paper, small screens, toothbrushes, tempera paints

b. Have the children arrange a few leaves on the construction paper. Hold a piece of screen and have the child dip an old toothbrush in watered-down tempera or ink and sweep over the screen (if the pieces of screen are tacked to a simple wooden frame, they are easier for children to handle). Remove the leaves carefully, so prints won't smear.

2. Forever Fall

a. Materials: leaves, liquid floor wax

b. Fall leaves can be used in many arts and crafts projects. Dip them in liquid floor wax and dry them on newspaper and they will last forever--or at least long enough to be used in mobiles and for brightening bulletin boards, wall space, or windows.

3. Halloween Goblin

a. Materials: green, black, and orange construction paper, scissors, glue

b. Trace the children's own hands and feet on green construction paper and have the children cut these out. Fold one inch strips of black construction paper accordion style to make the arms and legs. Attach the cut-out hands and feet to the arms and legs. Cut out an orange circle for the body and attach the arms and legs to the body. Let the children draw faces on the body and hang the goblin from the ceiling.

4. Thanksgiving Turkey

a. Materials: maple leaves, construction paper, glue

b. Collect maple leaves that have fallen from the trees. Glue a large maple leaf on a piece of construction paper. The leaf forms the feathers on the turkey. Cut out a body and glue it to the middle of the leaf. Add a face and legs.

5. Autumn Pressed Leaves

a. Materials: leaves, waxpaper, iron

b. Visit the park, playground, etc., and collect an assortment of red, yellow, green, and brown leaves. Press the leaves between newspapers to dry flat. Iron the leaves between two waxpaper sheets. Have the children glue construction paper strips on

the edges of the waxpaper as frames. For an interesting effect, tape the leaves onto a window.

6. Straw Skeleton

a. Materials: three multicolored paper straws, glue, scissors, colored construction paper, pencil, crayons

b. Cut straws to varying lengths for the skeleton parts. On a piece of construction paper, draw a head and face. Glue the cut straws on to the paper in the shape of a skeleton. Put the arms and legs in different poses (running, dancing, etc.). At the same time the class may be discussing different parts of the body and their relationship to one another.

B. Winter

1. Poinsetta Pinwheels

a. Materials: red and yellow construction paper, scissors, paper fasteners

b. Make large red pinwheels for Christmas Poinsetta by cutting the four corners of a square approximately 3/4 of the way to the center. Then alternate every other corner to the center and fasten with a paper fastener. Cut a small yellow circle and glue it on the center, or, if the paper fastener is a large one, the yellow circle may not be necessary.

2. Christmas Stocking

a. Materials: red and green construction paper, yarn, scissors

b. Have children cut out two stocking shapes--one from red construction paper, and one from green. Lay the two stockings together and punch holes all around the edges with a paper punch. The children can then lace the two stockings together, using yarn. Decorate with small pictures cut from old Christmas cards and put a strip of cotton along the top edge.

3. Snowflakes

a. Materials: white construction paper, scissors

b. Provide the children with a square sheet of paper. Have them name and identify the shape and then count the corners. Fold

into a triangle. Discuss the triangle in the same manner, this time referring to the size (big and small). Fold again into a smaller triangle. Have the children cut many little holes in the little triangle, including along the edges. Unfold the paper and hang from light fixtures or tape onto the walls or the windows.

4. Silhouette

a. Materials: colored construction paper, bust patterns for Washington and Lincoln, tempera or ink, toothbrushes, and screen

b. Place the bust pattern on construction paper. Have the children spatter paint around it. Make certain there is enough paint all over, so that the pattern is definite once it is removed from colored paper.

C. Spring

1. Ducks

a. Materials: white, yellow, and black construction paper, glue, scissors

b. Make a white cylinder from a rectangle. Make another cylinder 1-1/2 inches wider and glue these two on top of each other. The smaller one on top is for the head and the larger one the body.

Make a bill by rounding one side of a yellow rectangle and gluing it where the two cylinders are joined. Cut two black circles for the eyes. The feet are made by cutting two half circles on one side of a rectangle.

2. Easter Basket

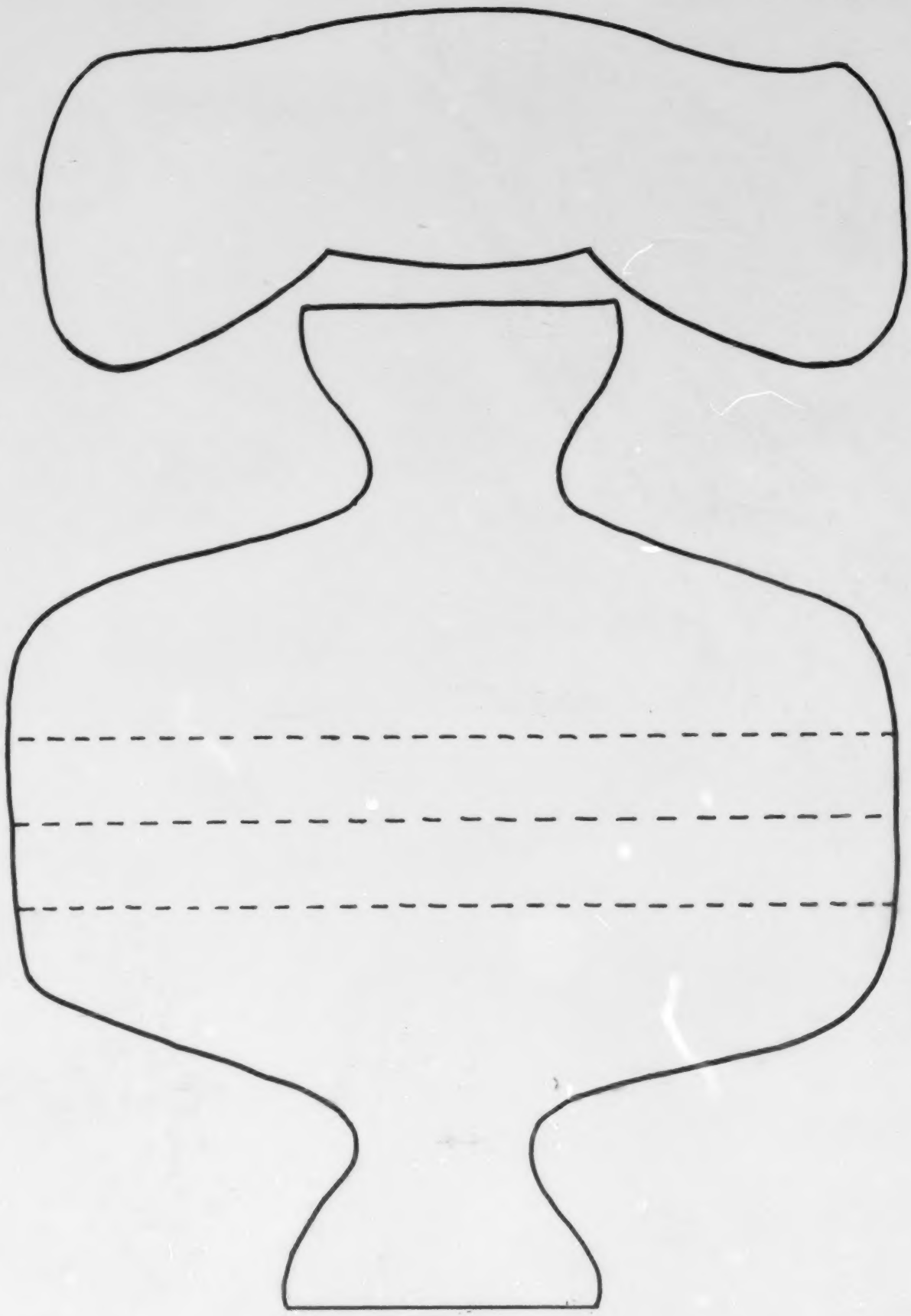
a. Materials: milk carton, construction paper, tagboard strips, scissors

b. Cut the top part from an 8-ounce milk carton and cover the outside with construction paper. Staple a handle made from cardboard or tagboard to the carton. Have the children cut out the bunny front and back and glue to the basket. A ball of cotton can be pasted on the tail of the bunny. Put some Easter grass in the basket for the finished product.

3. Easter Egg Card

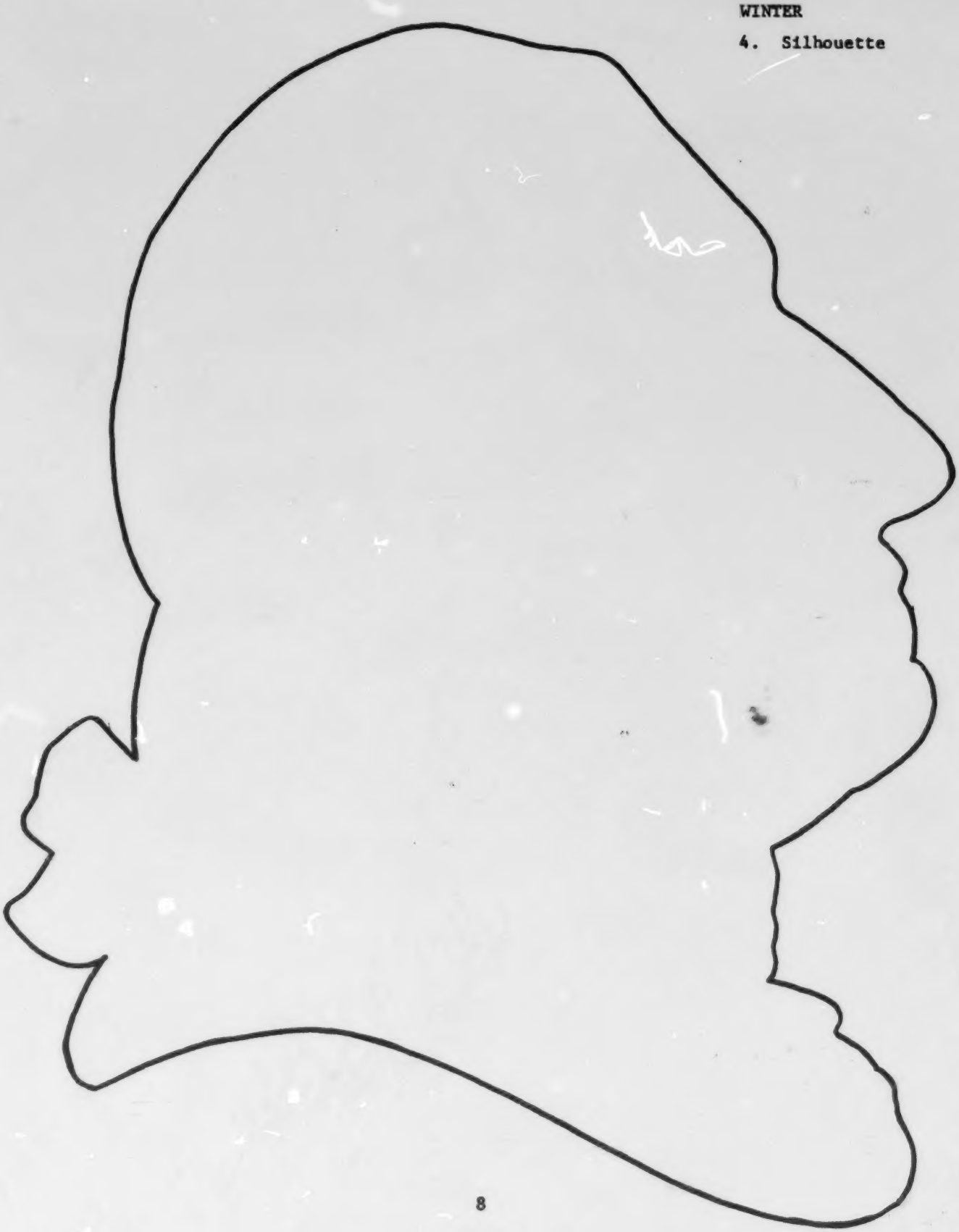
a. Materials: four patterns, glue, scissors, cloth or wallpaper, tissue paper, pencil, paper fastener, construction paper or tagboard

b. Have the children glue cloth or wallpaper onto the tagboard. Place patterns #2 and #3 on the tagboard after it is completely dry. Next, trace the patterns and cut out, making certain they cut through both cloth and tagboard. Trace pattern #1 on tagboard and cut it out. Trace pattern #4 on tissue paper or light construction paper and cut it out. Glue the #4 bird onto #1 egg tagboard. Place egg shells #2 and #3 over #1 and fasten at the outer edge with a paper fastener. Shells should move freely so the bird can be seen. Easter greeting can be written on the inside.



WINTER

4. Silhouette



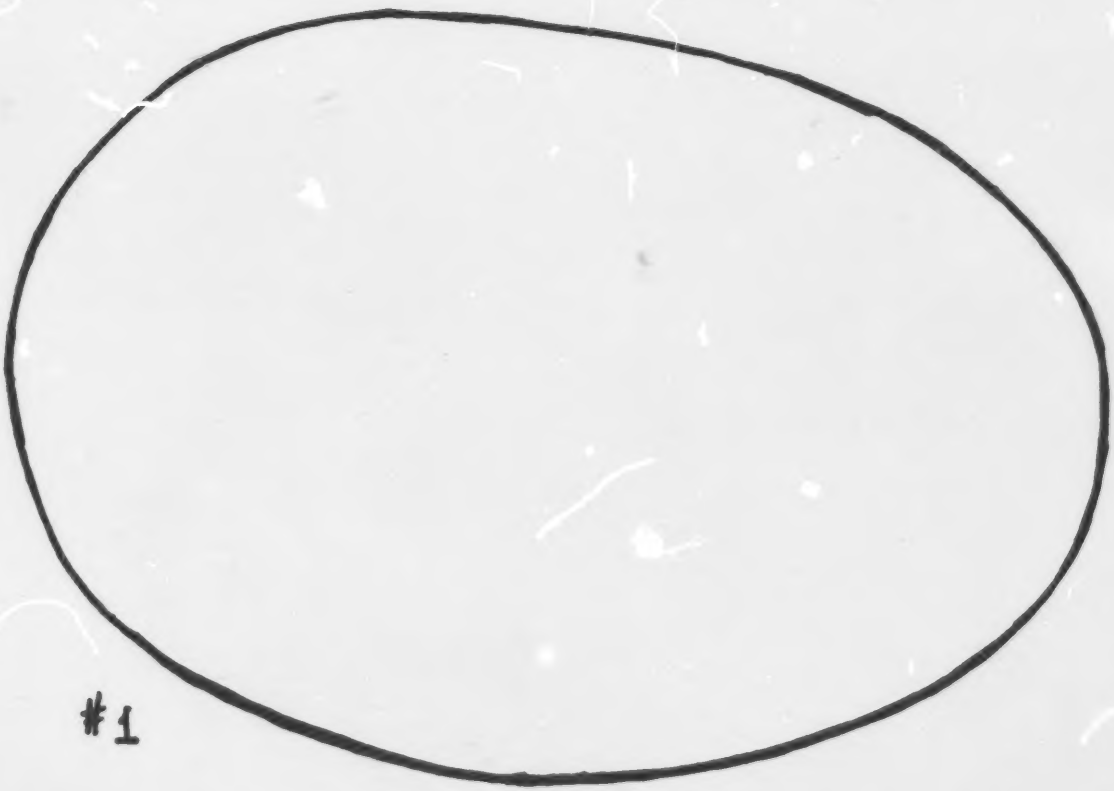
WINTER

4. Silhouette

SPRING

3. Easter Egg Card

#4



#1

3. Easter Egg Card

#2

#3

READING READINESS ACTIVITIES

READING READINESS

A. Visual Development

1. Left and Right

a. Story pictures may be taken from comics or picture books without words, and cut up in order to allow the child to manipulate the pictures. Laminating the pictures will increase their durability. Place the pictures out of sequence before the child. Explain that the pictures are out of order. Discuss the pictures. Then allow the child to place them so they tell a story. Emphasize the positioning of the pictures should be from left to right.

b. For children who have difficulty remembering which hand is left and right, wrap a piece of colored yarn around the right wrist and emphasize that one as being the right hand. After the child remembers without prompting, the same technique can be utilized for the left. Other things such as a star, a colored dot made with a felt-tipped pen may be used.

c. Many games such as the Hokey-Pokey singing game may be used to teach children to move in a left to right manner.

2. Likeness and Difference in Symbols and Pictures

a. A variety of activities may be done in the room to develop the concepts of likenesses and differences. Begin initially with pictures dittoed from materials like those from the Continental Press, magazine pictures, or concrete objects found in the Peabody Kits. Discuss with the children objects that are the same before introducing objects that are different. When both concepts are learned, interchange the objects for same and different discrimination. Once the children understand likenesses and differences in pictures, introduce the concepts using symbols. Again, many of these activities can be developed through puzzles, flash cards, and materials from the Continental Press.

3. Classification and Matching

a. Have on hand a variety of objects such as buttons, toy animals, colored chips, colored beans, etc. Begin with simple matching or sorting tasks such as putting the chips in receptacles by color. With a variety of different objects, put all animals in one pile, buttons in another, fruit in another, etc. As the children improve, more difficult tasks should be assigned.

b. Have a chart with numbers from 1 to 10. Give each number a different symbol. Provide the children with paper that has symbols on it, but out of order. Direct them to match up the correct symbol to each number.

4. Recognition of Names

a. At the beginning of school have the child's name taped on his desk. During the day, point out the fact that the symbols on his card represent his name.

b. On tagboard print the names of each child. Show one card at a time and ask if anyone can read the name. To make it more difficult, instruct the children not to tell if it is their own name.

c. Make a chart listing various helper-activities the children can do, such as pass out the napkins, cookies at snack time, be the leader for a particular activity, etc. At first, you may have to discuss as a group the names next to each duty. Eventually the children will be able to recognize their own name.

d. Label the chairs, desks, doors, clock, etc., in letters large enough to be seen anywhere in the room. Each day point out one more item that is labelled and continue each day to review and introduce a new one.

5. Colors

a. With a small group of children discuss and review the colors. Show the colored lollipops to the children. Say, "I'm selling lollipops, who would like to buy one?" If one of the children is able to identify the color, he gets the lollipop. For a variety, pass out colored paper or chips to be used as money. Have the children identify the color of the lollipop, but also insist they "buy" it with the chips or paper that matches the color of the lollipop.

b. Display a train on the wall with each car a different color. Assign each child a color. Use the train on the wall for correct sequence of the colored cars. Build a "child" train by first assigning someone to be the engine. The other children playing as cars will line up as the correct color is called out according to the sequence of colors on the wall. The "train" then marches around the room.

c. At times during the day when the children line up to go out of the room, give directions for children wearing a certain color (a red

shirt or red dress) to "get in line." Continue through the colors until all the children are in line.

d. Beanbags are made with different colored material. The bags must be tossed into a box or onto a piece of paper of the corresponding color.

e. There are numerous coloring books on the market which can provide practice in coloring by numbers. This activity can also provide practice in color identification and matching such as those suggested in Classification (above).

6. Auditory Skills

a. The teacher has on hand a box containing a number of articles that have a distinct sound, such as a bell, whistle, clock, egg beater, etc. The children are instructed to "hide their eyes" as the teacher takes each object and makes its noise. They are then asked to identify the object just from the sound it has made. For a variety, have the children take turns selecting an object from the box.

b. There are many opportunities around school for children to take walks and listen to sounds such as the rustling of leaves, the sounds of motors and engines, the sound of wind and rain, animal sounds, etc. If the group is small enough, each time a distinct sound is heard it should be associated immediately to the object making the sound. When the children have returned to the classroom, the sounds heard should be reviewed.

c. Have prepared, cards with word endings such as ook, ate an, etc., as well as another set of cards for initial consonants. Begin with one ending at a time and have the children place next to the ending all the letters they can think of that will make a word (such as c plus the ook ending to make cook). Many variations of this game may be used. A word of caution: Do not present too many endings at one time; the children should become proficient in each one separately.

d. As a preliminary activity (if the children are not familiar with rhyming words), present a word such as bow and let them make all sounds they can that will "rhyme with bow," such as blow, grow, glow, etc. At this point it is not necessary to be concerned about the legitimacy of the words. The purpose is simply to get the children to master rhyming sounds. The next step would be to begin to present nursery rhymes to the children. If necessary, show them how the ending of each phrase rhymes. If the children

are familiar with nursery rhymes, they will generally be able to pick up the rhyming words quite easily.

7. Language Skills

   a. Language is an important aspect of reading in that children should be able to verbalize in complete sentences an event that happened or a story they heard. Many opportunities should be provided for them to listen to a fairy tale or story, then in turn retell the story in their own words (or perhaps, to dramatize it). This also provides a chance for them to develop the ability to put a story in proper sequence.

   b. Read a story or a fairy tale just to the end. Allow the children to talk about how they would end the story if they were writing it. This may then be followed by an activity such as drawing pictures of their own endings.

8. Articulation

   a. Activities in developing articulation should be geared primarily to the sounds a child is generally able to make at age five. With a child whose English is a second language, greater emphasis should be placed on oral expression--that is, the ability to speak with complete sentences. There are games that will reinforce certain sounds a child has not mastered yet and at the same time decrease the child's own feelings of inadequacy. An example is the train. Have the children line up with the leader as the engine and the child at the end as the caboose. The children are instructed to follow the engine while at the same time making the sound of the train (choo-choo, or chug-chug). Many other similar games may be found in the book entitled Talking Time, by Louise Binder Scott and J. J. Thompson.

9. Mental Development

   a. Providing children with many opportunities to "think for themselves" is an essential part of growing. The teacher may set up a situation where the children decide for themselves how to solve the problem. The teacher should be alert to everyday situations that arise where this kind of experience could be emphasized.

   b. Games that require following directions as well as adding additional items help to develop memory retention:

      1) Simon Says--A game where following explicit directions is necessary. The game may begin with one task and eventually get increasingly more difficult by adding to what "Simon says" to do.

2) Store--The children are told they are "going to the store" to buy food. Each will get a turn to say, "I wen to the store to buy some _____." As the game progresses, each child must list what the children before him bought, plus adding one of his own.

3) The Zoo--This is a variety of the one above, except the children go to the zoo and each announces, "I went to the zoo and saw a _____."

c. Because pictures from the Sunday paper are larger than the daily paper and colored as well, they make good sources for sequence stories. Cut each frame out and for durability laminate each or glue them onto a piece of tagboard. Have the children place the frames in the correct order. Instruct them to tell the story as they have arranged the pictures.

Visual Development

Left and Right

Resource Materials:

Developing Learning Readiness	McGraw Hill
Sullivan Big Book - Book I	Behavior Research Lab.
Beginning to Read, Write, Etc.	Lippincott

Likeness and Difference in Symbols and Pictures

Resource Materials:

Ginn Basic Reader Readiness Workbooks
Betts Basic Reader Readiness Workbooks
Continental Press Likeness and Difference ditto masters, I-III
Perception Plaques
Puzzles
Flash Cards

Classification and Matching

Resource Materials:

Lotto Games	Colored Cubes
Classification Game	Parquetry Block
Design Blocks and Patterns	

Colors

Resource Materials:

Peabody Kit
Sullivan Big Book I

Auditory Skills

Resource Materials:

Letters and Sounds (Open Court)
Helping Young Children Develop Language Skills, by Karnes
The Child Speaks, by Byrne — Harper Row
First Talking Alphabet — Bowmar Records

Language Skills

Resource Materials:

Articulation

Mental Development

Resource Materials:

Colored Cubes - Ideal
Design Blocks and Patterns
Jumbo Peg Boards - Ideal
Helping Young Children to Develop Language Skills (Open Court)

ARITHMETIC ACTIVITIES

MATHEMATICS

A. Calendar

Employ a blank calendar with only the days listed at the top of the column. Using numbered pictures (perhaps related in some way to the month that might have a significant theme or holiday) the children can stick the correct date under the right day of the month.

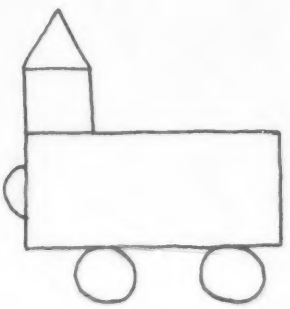
B. Geometric Shapes

1. Peabody Kit and geometric shapes--note the lessons in the Teacher's Guide to teach specific skills.

2. Large shapes cut from masonite with a handle or pull can be used by the child to hold or trace around it.

3. Shapes may be cut from carpet runners or carpet scraps that are large enough for the children to stand on. The children can stand on the shapes and certain shapes can be given a specific task to perform (all squares change places; all triangles open the windows, etc.).

4. Using shapes of various sizes cut from construction paper, have the children select different shapes to make a picture mosaic.

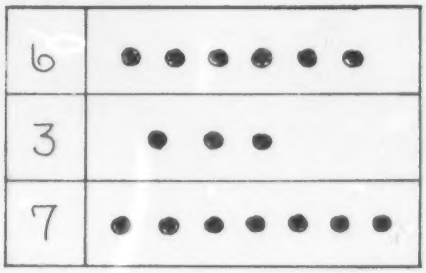


5. Cut out shapes from the lid of a cottage cheese carton. Each child could then have a set of various shapes for his own use.

C. Teaching Number Concepts

1. Matching Numbers to Objects.

Prepare a sheet of construction paper showing a row of numbers down the left side. The children can paste or glue counters in the appropriate space to correspond with the numbers shown on the left.



2. Number Patterns

The children close their eyes and the teacher claps or taps a particular number of times. The children then will say the number of claps they hear.

3. Counting in Sequence

Ditto sheets showing number lines are prepared that have some of the numerals missing. The children then have the opportunity to supply the missing numbers.

1 2 4 5 6 7 8 ___

1 2 3 4 6 7 8 ___

1 2 3 4 5 6 8 ___

4. Number Lotto

Prepare a number of large lotto cards from some heavy material such as poster board or tagboard upon which random numbers are printed. Have a set of smaller cards of a size that can be placed over each of the numbers on the large lotto cards. On the smaller cards glue pictures of objects to correspond with

the numerals on the large lotto cards. The children can count the objects on the small card and place it over the corresponding numeral.

1	10	8
3	9	7

5. Fish Numbers

Prepare fish of construction paper for a fish pond. Each fish has a number. When the child fishes, he must recognize the number to keep the fish. If he doesn't know the number, he must throw his fish back in.

6. Number Bingo

Prepare bingo cards using a variety of numbers. The teacher will draw numbers and the children will cover the corresponding number on their cards until a winner emerges. Difficulty of numbers is controlled by making some cards less difficult.

7. Numbered Steps

Prepare a number of stylized footprints having a numerical sequence (1-10, or 1-20). Arrange them in a pathway. When the child names the number, he steps on each in sequence. Upon arriving at the goal, he receives a token.

8. Counting Songs

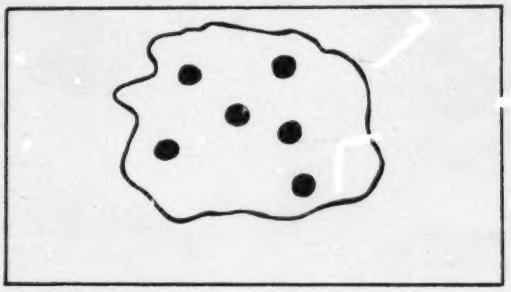
Use songs and singing games involving counting such as: This Old Man, Ten Little Frogs, and Ten Little Angels.

9. Counting in Sequence

Assign each child a number at random and then direct him to stand in order of numerical sequence. This activity can be used to get the children ready for lunch or for buses.

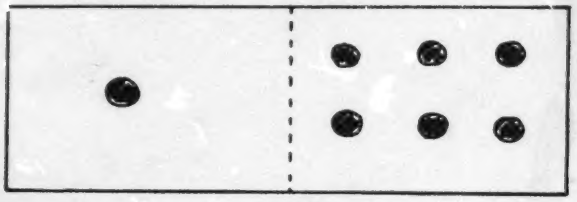
10. Number Sets

The children can paste a yarn free-form design on construction paper leaving the center part open. The teacher can write on the paper: "Set of 6." The child then glues in the correct number of counters (in this case, six) from such things as beans, sea shells, wads of paper, etc., in the center of the yarn free-form. The teacher can adjust the number of the set according to the ability of the students.



11. Simple Addition

Make some tagboard strips about 4 x 24 inches. Fold the strips in half. Glue six counters on the right side and one counter on the left side of the fold. Display one half of the strip for the children to count, then open the other half and have the children add the two sides together.



D. Resource Materials

1. Elementary School Mathematics: Addison-Wesley Publishing
2. Modern School Mathematics: Houghton-Mifflin, SRA
3. Trull cassette tapes on counting
4. Sesame Street mathematics materials
5. Counting frames
6. Quisionar rods
7. Sullivan Big Book on Math Readiness

SCIENCE ACTIVITIES

SCIENCE

A. Sound

1. Materials: string, tin cans, different sized boxes

2. A string telephone can be made by using two empty food cans and a piece of string. Have the students stand across the room and talk into the cans. Allow the children to experiment with the phones.

3. Make drums from different sized boxes. Ask questions such as: Does the wider one give a deeper sound? Do the deeper ones give a lower sound?

4. Fill different tumblers with different amounts of water. Strike the tumbler and notice different sounds (like the Union 76 commerical on television!). Find the answers to their questions by experimentation.

B. Sunlight

1. Materials: two plants of the same kind

2. Talk about the effect of sunlight on plants. (What do the light and the green chlorophyll together produce in the plant? Food.) Select two plants. Place one in the light and the other in the dark. After one week notice the changes in the coloration of the leaves.

3. Discuss the way plants move their leaves until the lower surface is protected from the sunlight. Turn the plant and observe what happens.

C. Magnets

1. Materials: magnets, nails, paper clips, pennies, pins, wood, chalk, test tube, thumb tack, coffee can

2. Place a number of objects on a table such as nails, paper clips, pennies, pins, wood, chalk, etc. Have the students find out which ones will be attracted by the magnet. Ask the children to state the reasons why some are attracted and some are not.

3. Put a thumb tack in a test tube and see if the tack can be attracted through the glass by the magnet.

4. Place a coffee can on its side on top of a thin piece of wood such as a cigar box top. By moving the magnet under the wood you can roll the can back and forth.

D. Water Cycle

1. Materials: clear bottle, water

2. Partially fill a bottle with water and stopper the neck. Lay the bottle on a window sill in direct rays of sun. Observe the droplets of water forming on the top and sides. How did they get there? Transfer the bottle to a cool place. Do the beads of water still form?

3. Put soil in a glass jug. Drop in some grass seeds, fern spores, etc., and then water generously. Again, stopper the neck tightly. As long as the terrarium gets light the plants will grow, illustrating the importance of the water cycle in relation to plant growth.

E. Wax

1. Materials: candles, matches, and a large piece of wax (2'x 2'x 2")

2. Light the candles in a darkened room and discuss why the candles melt and why light is given off by the candle. Then have the children make a piece of wax and have them carefully melt down their wax with a match. Let the students watch the wax turn from a solid to a liquid (this is matter changing form), then as it cools, back to a solid again. Discuss with the students the ability of wax to change forms. Will other kinds of matter change form?

F. Water Expansion and Freezing

1. Materials: a small bottle, cork

2. Fill a small bottle with water. Loosely cork the bottle, making sure the water is up to the cork. Place it in a freezing unit and you will find that when ice is formed it pushes the cork out. Water expands when it cools below freezing temperatures. Is this true of all forms of matter, or do some of them contract?

G. Water

1. Materials: two pans, hot plate, pieces of glass, pieces of cloth

2. Have children play with water to find out what floats and what sinks. Catch steam on glass held over boiling water. Watch the water disappear from the boiling pan. Place one pan of water in the sun and another in the shade and observe which dries up faster. Why?

3. Wash two pieces of cloth. Hang one piece up to dry and roll the other into a ball. Which dries faster? Why?

4. Hang a wet cloth near a radiator and one in another part of the room. Which dries quicker? Why?

H. Counting Pulse

1. Materials: thumbtack, matchstick

2. Put a matchstick on the point of a tack. Place the head of the tack on the thumb-side of the wrist. Observe the movement of the matchstick. Count movements per half minute. Do the pulse rates of several students differ? Why? Perform the experiment after exercise, rest period, or lunch. What differences do you note? Be certain to emphasize to the children there is no "right" or "wrong" pulse rate--each person is different according to his own conditions.

I. Growing Plants in the Classroom

1. Materials: sweet potato, carrots, beets, or other vegetable, suitable container

2. The purpose of this experience is to show that many plants will produce foliage, although they may not reproduce. Some plants that are particularly good for this are sweet potatoes, carrots, beets, turnips, and pineapple. Set the vegetable, root-end down, into a glass or jar, and keep the lower third covered with water. Toothpicks may be inserted to keep the vegetable from falling into the container.

J. Animal Sounds

1. Materials: cards of animal pictures such as those found in the Peabody Kit

2. The child draws from a can or other receptacle a card having an animal picture. He should allow no one else to see his card. He then imitates the animal with sounds and motions until a classmate recognizes it. The classmate who recognized the previous animal now has a turn at drawing a card and imitating his own animal. If an animal is not identified, that student puts his card back into the receptacle and draws another.

K. Growing Seeds

1. Materials: 1/2 pint milk cartons, popsicle sticks, kidney beans, paper strips

2. To each class member, distribute milk cartons, soil, kidney beans and popsicle sticks. Discuss with the children why farmers till the soil, about irrigating, etc. Each child can then plant his own crop (kidney bean) and label his tiny garden milk carton) with popsicle stick. The development of the plants should be observed from time to time and encouragement for each gardener to attend his "crop" will no doubt be necessary.

3. Encourage the children to bring some seeds from home. Glue the seeds onto a piece of tagboard with a picture of the adult plant and the fruit that is finally produced.

Science Resource Materials

1. Haupt, Dorothy. Science Experiences for Nursery School Children, Washington, D.C.: National Association for Ed. Young Children (.75)

2. Swift, Mildred and Lois Rather. Kindergarten Science, T. S. Denison and Company, Minneapolis, 1971.

3. Carmichael, Viola S. Science Experiences for Young Children. Los Angeles: So. California Assoc. for the Ed. of Young Children, 1971.

4. Reid, Robert W. Science Experiments for the Primary Grades, F. B. Fearon Pub. Co., San Francisco. (order from Palfrey's School Supply Co., 7715 E. Garney Avenue, So. San Gabriel, Calif.

5. Beginning Science - A Modern Approach (has good manual and charts), Holt, Rinehart and Winston, 2121 Touchy Avenue, Elk Grove Village, Illinois.

Continental Press (Masters)

$7.00 Science Observation - Levels 1 and 2

$7.00 Science: Living Things - Levels 1 and 2 w/teacher's manual